New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [x] Professional credit [ ]

1. School/Division: Continuing Studies
2. Academic Subject Code: ACE-D
3. Course Number: 640 (must be cleared with University Enrollment Services)
4. Instructor: Merrill and Disilvestro
5. Course Title: Adult Education Capstone Seminar
   Recommended Abbreviation (Optional): Same

6. First time this course is to be offered (Semester/Year): Fall 2005 (previously offered as Directed Readings Fall 04 & So. 05)
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded S-F (only)? Yes [x] No
9. Is variable title approval being requested? Yes [x] No

10. Course description (not to exceed 50 words) for Bulletin publication:
    "All Adult Ed MS Core Courses: Seminar documenting the completion of a Capstone Portfolio reflecting the quality of progress in understanding and applying adult and continuing education principles, theories, and best practices, reflection on development in professional practice, and planning next steps as self-directed learners."

11. Lecture Contact Hours: Fixed at online or Variable from to
12. Non-Lecture Contact Hours: Fixed at online or Variable from to
13. Estimated enrollment: 12 of which 100% percent are expected to be graduate students.
14. Frequency of scheduling: Fall, Spring
15. Justification for new course: required core course in MS in Adult Edu
16. Are the necessary reading materials currently available in the appropriate library? [x] Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. None
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 1/9/06
Department Chairman, Division Director

Approved by: [Signature] Date 3/1/06
Dean

Chancellor/Vice-President

Dean of Graduate School (when required) Date
University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White
Course Title: Capstone Portfolio Seminar  
Course Number: ACE-D 640  
Course Instructor: Frank DiSilvestro, Associate Professor

Goals of the ACE Capstone Portfolio Course

- To provide the opportunity for students to create a portfolio documenting the quality of their work in courses.
- To provide the opportunity for students to create a portfolio documenting the quality of their progress in understanding and applying adult and continuing education principles, theory and best practices as they progressed through the degree program.
- To provide the opportunity for students to reflect on their growth and development in the professional practice of adult and continuing education as they complete the program.
- To provide the opportunity for students to reflect on their growth and development in the professional practice of adult and continuing education and plan the next steps in their journey as self-directed learners.
- To provide the opportunity for students to create a portfolio to showcase examples of their best work to internal and external stakeholders and professional audiences.

I. Introduction

Creating a portfolio is an exciting culminating project for the Masters in Adult Education Program. Portfolios may be a showcase of an artist’s work or a collection of securities or investments held by an individual. However, education portfolios are often used as a showcase of the learner’s best works or as a tool for showing development (Betz, as cited in Heywood, 2000). The use of portfolios in education is actually grounded in three theories.

* Schema-Based Learning Development: learners add new information to knowledge already attained and connections are made between the learner’s existing knowledge and new information (McLaughlin & Vogt, 1996). Since each individual has different experiences and cognitive processes, each person’s schema is unique. As new information is added, an individual revises his or her schema (Widmayer, n.d.).

* The Reflective Practitioner: teachers learn to improve their teaching by reflecting on practices and using these reflections to “develop understandings and insights that can lead to better ways of teaching” (Schon, as cited in McLaughlin & Vogt, 1996, p. 10). Thoughts and actions are connected to reflection so that practice can be improved (Imel, 1992).

* Constructivism: learners connect “what they know and have experienced with what they are learning” (McLaughlin & Vogt, 1996, p. 9). Constructivism sees the learner as acquiring knowledge through the connections that are made instead of through memorizing information gathered by others. Rather, learners need “to be able to make sense of information they encounter for themselves” (Hinchey, 1995).

Diez (cited in Barrett, n. d.) offers three metaphors concerning portfolios that might be helpful to the person who is completing the coursework for the Master’s in Adult Education. He says a portfolio may be thought of as a mirror, a map, and a sonnet. The portfolio could be thought of as a mirror when you reflect on the learning and growth you have experienced throughout the courses. It can be considered a map when used for planning, and it can be thought of as a sonnet because of the structure the process provides for planning and reflecting. The portfolio project will indeed give you the chance to reflect on your learning in the Master’s program. As you examine artifacts from each of the classes you took to complete your coursework, you will look for a theme or a common thread that makes your learning unique and cohesive. You will review projects or papers that you completed and relate how the project was meaningful to your learning. You may be able to describe how a project actually worked “in the real world” or how you would change a project now that you have additional learning or experiences.
But the portfolio will also be a map for your future learning. As you reflect on your learning, you will probably find additional areas you want to explore. Some people already know they want to continue their formal coursework and complete an additional degree. Others will only want to take an additional course or two. Still others have areas they want to learn about independently. The portfolio can help you identify the things you want to learn regardless of the method you choose to learn.

Finally, the portfolio will be a sonnet. It is not a random collection of papers shoved in a folder, but rather carefully chosen artifacts set in a prescribed form that tell the story of your learning in graduate school and your plans for the future. But don’t think of the portfolio as a conforming to a rigid set of guidelines. There is room for creativity that will make each portfolio a unique expression of the individual who created it.

- We would like to help you make this an e-Portfolio, so you can take it on a disk or CD-ROM and share it with other people. It can become a core part of your presentation of yourself to others in seeking employment opportunities as well as a living document in your self-directed learning journey for personal and professional development.

II. Components of the Portfolio

In order to give the portfolio audience a comprehensive look at your learning in the Master’s in Adult Education program, the final portfolio will include:

1) Introductory Framing Statement,
2) Statement of Professional Development and Goals (submitted as part of your Application to the ACE degree),
3) ACE Professional Development Planning Guide,
4) Artifacts (papers, final projects, independent studies, etc.) with caption statements,
5) Plan for Future Learning,
6) Concluding Framing Statement,
7) Your current resume.

III. Process of Approaching The Portfolio

The best way to start is to read through this description of the Portfolio to understand the organization and components. Then look at the Module Schedule (under the Schedule tab). We will work through the process in two week long Modules. First, you will want to start locating the various components of the Portfolio on disks, computer hard drives or Your File Manager in Oncourse. Do not panic if you don’t have all of the pieces! We can scan and provide you an electronic copy of your Statement of Professional Development and Goals. Following the Module Schedule, we will work through developing each of these components for your final portfolio.

Framing Statements

Framing statements are 3 to 5 page introductory and concluding essays.

Introductory Framing Statement

The Introductory Framing Statement will set the stage for the reader of your portfolio. It should include your theme and how it relates to your theory of education. Some questions that might
direct your preparation are:

1. Is there a common theme that emerges from the artifacts you have selected?
2. Are there theorists who have studied your theme?
3. What do you want the reader to know about you as he or she begins to read your portfolio?
4. What information can you give the reader to guide him or her through the portfolio?

Artifacts with Caption Statements

Freidus (1998) describes artifacts as “personal representations of student’s professional knowledge base” (p. 53). You will select at least 8 artifacts from different classes you took as part of your Master’s in Adult Education program. Often, the artifact you select will be the final project for the course, but they do not necessarily have to be. A smaller paper or project may be the one that exemplifies your learning for a particular course. At least 8 artifacts you choose should be significant projects or papers of at least 1000 words in length. However, there may be smaller posts, ideas you have tried at work, communication with others, or questions you answered that had a notable impact. These artifacts may be selected to in addition to the 8 significant artifacts to enhance the portfolio and to help tell the story of your professional development during the course of the degree program.

The artifacts are the core of the portfolio. This is where you demonstrate your learning as you progressed through the Master’s in Adult Education program. When selecting artifacts, you should look for items that seem significant to your professional growth. Examine each artifact and think about or list its significance. Do you see a common thread or theme that connects these artifacts and your professional growth? This will become the theme for your portfolio. Appendix A is a selection guide that might help you choose the artifacts.

Caption Statements are 400-800 word essays written for each artifact so the reader can understand its significance. Caption statements are not summaries of the artifact, but rather statements of how this artifact impacts you. Some questions that might assist you in preparing caption statements include:

1. Why did you choose this artifact to be included in the portfolio?
2. How does this artifact relate to the theme?
3. How did creating this artifact increase your learning?
4. How does this artifact relate to your theory of education?
5. What changes would you make in this artifact based on learning in classes taken later?
6. Did you implement the idea represented in this artifact? If so, what was the result? What changes would you make?
7. What future growth might arise from this artifact?
The Statement of Professional Development and Goals and the Professional Development Planning Guide

The Statement of Professional Development and Goals and the Professional Development Planning Guide are prepared upon admission to the Master’s in Adult Education Program. The Statement of Professional Development and Goals are part of the application packet. Students should post their original Statement of Professional Development and then reflect on it now that they have nearly completed their Master’s program.

Students are expected to use the Professional Development Planning Guide as a tool to guide course selection and work with an advisor as you progress through the program. It is the student’s responsibility to use this tool as a guide to meeting graduation requirements. The planning guide included in your portfolio is the list of classes you took during your master’s program.

It is available from: http://scs.indiana.edu/grad/current/prodevplan.html

Plan for Future Learning

Now that you’ve finished your Master’s program, what’s next? Some of you are ready to jump into another advanced degree program. Others are ready to learn in a less formal setting or to relax for a while. Your portfolio can serve as a map for your future learning. Look over your artifacts. What do you need or want to learn to fill in gaps? What are you excited about learning now that you have finished your degree? You may format your plan in whatever way is useful to you and you may include formal or informal learning, or both.

Concluding Framing Statement

The Concluding Framing Statement (3 to 5 page essay) is the summary of your portfolio and relates the work completed in the Master’s in Adult Education Program to future professional growth and development. Some questions that might aid preparation include:

1. How can you summarize your portfolio?
2. What story does your portfolio tell?
3. What surprised you? What was affirmed for you?
4. Where do you, as a professional, want to go from here?

Resume

Please include a current resume.

IV. Collaboration

You will have the opportunity to collaborate with others in your class on several occasions. There will be three chats scheduled with the facilitators. In addition, you will work with a small group of two or three other learners from the class, providing them with constructive critique of their “work in progress”. This will give you suggestions for strengthening your portfolio and will give you a chance to get “an appreciation for the breadth and depth of other’s work” (Merrill, personal communication, June 7, 2004). The expectation is that you will provide timely, thoughtful observations to others in your small group. It is also expected that you will use the observations of others to make revisions in your work. In the past, groups
that have strived for each member to have a quality portfolio have produced excellent portfolios. They have done this through teamwork, honest suggestions and observations, and revision of work. The members of your group and the facilitators are there to give you the observations an outside reader might have and the suggestions given often improve the finished product.

V. Helpful Hints

- If you don’t have your papers in order by course, you might want to get them in one folder.
- Remember—Oncourse maintains courses for 2 years, so remember to save them to Your Oncourse Resources or download papers to your computer and save them in an organized folder.
- The theme is very important because it brings focus to your portfolio and makes it more than just a showcase of your work. It is best to look at your artifacts and try to see a common thread running through them rather than to select a theme and try to find artifacts to fit that theme.
- The minimum requirement is eight artifacts that are significant projects or papers of at least 1000 words. However, you may include more than eight artifacts and further artifacts do not have to be lengthy projects. If there is a short artifact that helps tell your story, it should be included in addition to the eight artifacts that are significant projects or papers.
- The selection guide in Appendix A is for your personal use. It can be helpful in choosing artifacts and in preparing to write caption statements.
- You don’t have to use every suggestion given, but you should carefully evaluate each observation, especially if more than one person noted it.
- You may use transitioning phrases to connect the captions. Phrases such as “Another artifact that helped me see. . .” or “I applied the theory I learned in the last artifact. . .”
- When running spell check for your final product, be sure to save the document before sending it. This ensures that the squiggly lines indicating spelling and grammatical errors you chose to ignore don’t appear in the final document.

VI. Portfolio Evaluation Process

A rubric using general description (Excellent, Acceptable, and Inadequate) is provided here and will be used for evaluating the portfolio.

ACE Capstone Portfolio Rubric

<table>
<thead>
<tr>
<th>D660 Course Components:</th>
<th>Inadequate</th>
<th>Acceptable</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Participation in Process:</td>
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<tr>
<td>- Timely, constructive/supportive feedback on drafts</td>
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<td>- Timely posting of required work</td>
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<tr>
<td>(25% - 100 possible points)</td>
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<td></td>
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<tr>
<td>Portfolio Components:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Introductory Framing Statement</td>
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<td></td>
<td></td>
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<tr>
<td>- Statement of Professional Development and Goals</td>
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<tr>
<td>- Captions &amp; Course Artifacts</td>
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<tr>
<td>- Plan for Future Learning</td>
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<tr>
<td>- Concluding Framing Statement</td>
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<tr>
<td>(37.5% - 150 possible points)</td>
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<tr>
<td>Overall Finished Portfolio:</td>
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<tr>
<td>- Quality of Content</td>
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<td>- Evidence of revision of drafts</td>
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<tr>
<td>- Organization of written materials</td>
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<td>- Graduate-level writing</td>
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<td>- Mechanics: grammar/spelling</td>
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<tr>
<td>(37.5% - 150 possible points)</td>
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This rubric will be used by others in your small group to give you their final observations. The rubrics completed by your small group members are for observations only. Your group members
will not assign points and their observations will not be used to determine your grade. The
instructor and/or facilitator will also give you a completed rubric with observations. You will have
the opportunity to earn 400 points based on the rubric completed by the facilitator and instructor.
One hundred of those points are earned throughout the semester by posting drafts, observations,
and revisions by the due date and by completing the small group activity. Each module’s
assignment will include the number of points available during that time frame.

Course Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93%+</td>
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<tr>
<td>A-</td>
<td>90%+</td>
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<tr>
<td>B+</td>
<td>87%+</td>
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<tr>
<td>B</td>
<td>83%+</td>
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<tr>
<td>B-</td>
<td>80%+</td>
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<tr>
<td>C+</td>
<td>77%+</td>
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<tr>
<td>C</td>
<td>73%+</td>
</tr>
</tbody>
</table>

Please note that anything below a C is not a passing grade if you are enrolled in the Adult
Education graduate program

References

http://electronicportfolios.com/ALI/research.html

the new teacher professionalism (pp. 51-68). New York, NY: Teachers College Press.

Heywood, J. (2000). Assessment in higher education: Student learning, teaching, programmes and

Clearninghouse on Adult Career and Vocational Education. (ERIC Identifier No. ED346319).

Reading Association.


Cheating and Plagiarism

At the graduate level it is expected that everyone knows what constitutes student misconduct. In case
there is any question about this issue, here are the rules: Projects or papers may not be submitted to
fulfill the requirements of two courses without the permission of both instructors. Submission of a paper
completed in one course for an assignment in another course is a violation of the IU Code of Student
Rights, Responsibilities, and Conduct. The code is accessible on the internet at
http://life.iupui.edu/help/code.asp

Part III, Student Misconduct;
   Section A, Academic Misconduct,
      1, Cheating;
         g: “A student must not submit substantial portions of the same academic work for
credit or honors more than once without permission of the instructor to whom the
work is being submitted.”

The definition of Plagiarism is provided in Section 10:
A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
  a. Quotes another person’s actual words, either oral or written;
  b. Paraphrases another person’s words, either oral or written;
  c. Uses another person’s idea, opinion, or theory; or
  d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

There are serious consequences for academic misconduct. An instructor may choose to not accept an assignment, lower the grade or give the grade of F for the assignment.

The IU Academic Handbook states that faculty members have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students....Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.” (p. 172).

AMERICANS WITH DISABILITIES ACT:
If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241 or aes@iupui.edu.