

MASTER OF EDUCATION IN  
**ADULT EDUCATION AND  
ADMINISTRATION**

PROGRAM HANDBOOK

.....  
SCHOOL OF EDUCATION



**JONES INTERNATIONAL UNIVERSITY®**

*The Gold Standard Online University®*

[www.jiu.edu](http://www.jiu.edu)

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Dear Student,

Welcome and thank you for choosing the Jones International University (JIU) School of Education— in the professional development of adult educators and administrators.

JIU is accredited by the Higher Learning Commission (North Central Association of Colleges and Schools) and offers to you a 100% online learning and service model. The School of Education is responsive to national and international demands for improved education outcomes, and we are proud to offer exceptional MEd and EdD degree programs and ibstpi<sup>®</sup> certificate programs that are designed to be in service to both you and the learning organizations and communities that you serve.

School of Education graduates are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve. The School provides you with a pathway to become a total professional and prepares you for your own life-long personal and professional growth. The School offers degree and certificate programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

As a student in the School of Education, you:

- Enter a high-quality program that has explicit purposes that are focused on your development as a practicing educator.
- Engage a current, relevant project-based curriculum and expertly designed courses aligned to professional standards.
- Learn from a highly qualified, international and inspirational faculty of professors who are fully committed to your success.
- Experience academic excellence.
- Pursue a degree that is right for you.
- Receive unmatched service when you need it from a team that is attentive to your personal and professional growth.
- Get help in finding financial resources.
- Complete real-world applications of your learning.
- Contribute to your communities.
- Receive honest, straightforward assessment.
- Build a professional portfolio.
- Join a unique and global community of learners.
- Take advantage of the university's Total Professional Advantage<sup>®</sup>.
- Walk away proud of your accomplishments.

We trust that students who have met the program's rigorous admission standards are mature people who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities. As such, our School of Education prepares key adult education leaders who serve as teachers, corporate training managers and instructors, e-learning technologists and designers, academic department chairpersons and professional development personnel; administrators; education faculty at institutions of higher education; researchers

within organizations that create, implement and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

The School of Education's sponsored, project-based learning model empowers you to learn in ways that are personally and professionally meaningful. You explore theory and its application to the solutions of important education challenges. Each course offers you the opportunity to work closely with a mentor—a leader or leadership team in the field—who helps you to network within your local context and complete a project that addresses a relevant, authentic problem. You make a difference in your community!

At the heart of our school are supportive, accessible world-class faculty and staff dedicated to your success. Our professors are fully prepared in their academic subject areas, are familiar with the latest best practices and current research and are effective teachers in our exclusively online format. All of us in the School of Education share your love of learning and are eager to help you reach your goals and become a leader in your own learning community.

Dr. Barbara Orr—JIU chair and professor who holds a PhD in Higher Education Administration and an MA in Adult Education and Organizational Learning—leads these Adult Education and Administration programs.

Nearly 98% of JIU's students claim that they "would recommend the university to others." We intend for you, too, to be deeply satisfied with your learning experience. Thank you for choosing the JIU School of Education!

Debora L. Scheffel, Ph.D.  
Dean, School of Education

## **A. Needs Analysis and Occupational Outlook**

In the labor markets of adult education, corporate training, instruction design and higher education administration, adult educators are in high demand and will be for at least the next decade. To help meet this demand, the JIU School of Education has developed four masters of education degree programs and three certificate programs in Adult Education and Administration. These degree programs and certificate programs prepare graduates for professional positions as adult educators, corporate training managers and instructors, e-learning technologists and designers, and higher education leaders and administrators. These degree programs and certificate programs prepare graduates who are able to compete for the following kinds of positions.

- Education and Development Directors
- Learning Specialists
- Training and Human Resources Specialists
- Senior Training Administrators
- Chief Curriculum Officers
- Employee Development Managers
- Trainers
- Chief Knowledge Officers
- Chief Learning Officers
- Education Consultants
- Corporate Training Directors
- Technical Training Directors
- Organizational Development Specialists
- Instructional Designers
- Chief Information Officers
- Information Technologists
- Technology Coordinators
- Web Designers
- College/University Enrollment Directors
- College/University Instructional Design Directors
- College/University Registrars
- College/University Counselors
- College/University Department Chairpersons
- College/University Student Services Directors
- College/University Academic Support Services Directors
- College/University Admissions Directors
- College/University Student Records Directors
- College/University Alumni Relations Directors

## **B. Vision**

JIU School of Education graduates of the Adult Education and Administration degree programs and certificate programs are ethical and innovative leaders who solve urgent education challenges in the diverse learning organizations and communities that they serve.

## **C. Mission**

The JIU School of Education Adult Education and Administration degree programs and certificate programs provide for each student a pathway to become a total professional; graduates are prepared for their own life-long personal and professional growth. The School offers Adult Education and Administration degree programs and certificate programs of national and international distinction; a project-based curriculum guided by professional competencies; an international and inspirational faculty; ongoing and proactive program evaluation and assessment of student learning; and an uncompromising commitment to service.

## **D. Professional Standards**

The MEd advisory board researched the collective knowledge of adult education leaders from national and international universities, state agencies, training organizations, and representatives from professional associations of educators to develop programs of learning that maximizes each student's professional development as a leader. The board adopted the International Board Standards for Training, Performance and Instruction (ibstpi<sup>®</sup>) as the framework for defining meaningful leadership learning outcomes. The board found that the ibstpi<sup>®</sup> standards are comprehensive and align with professional association expectations. In brief, the ibstpi<sup>®</sup> standards outline the comprehensive knowledge, attitudes and skills necessary for effective leadership in the field of adult education in the categories of training managers, on-site and online instructors, instructional designers and evaluators. The MEd advisory board shares the Board's commitment to raising the bar for the practice of adult education leadership. Although MEd in Adult Education and Administration adult learners come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education leaders.

The International Board of Standards for Training, Performance and Instruction (ibstpi<sup>®</sup>) is a not-for-profit corporation that provides leadership to the community by setting the standards. The Board is composed of fifteen professionals of the highest repute in their respective fields of expertise who spearhead the research & development of standards, competencies, products and services. They are selected to broadly represent Academia, Government, Business & Industry, and private consultants' constituencies that they serve. The Board strives to have an international mix and currently has members from USA, Europe, Canada, Japan and Australia. Currently, members represent universities, government departments, businesses and

consultancies directed at the charge of the organization. In recent years the Board has begun to expand its focus on the international aspect of its name and mission, with directors from the USA, Europe, Canada, Japan, Australia and India. See (<http://ibstpi.org/aboutus.htm>)

Program mission, vision and professional standards are used to drive program and course learning objectives and outcomes measures. Course authors then use the mission, vision and professional standards in designing courses to ensure that students have the opportunity to demonstrate competency in implementation.

## **E. Adult Education**

### *Program Overview:*

The MEd in Adult Education prepares educators who want to improve the quality of leadership, curriculum, instruction, and assessment within adult learning communities.

### *Who should enroll:*

Graduates emerge having mastered a cored set of competencies to transform adult education and advance in their careers. Candidates find coursework designed to augment their professional knowledge, skills and aptitude in the global workplace.

### *Degree Learning Objectives:*

Candidates who complete this program:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.
- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning objectives for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage<sup>®</sup> deliverables into your capstone project.

### *Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Course #	Course Titles	Credit Hours
EDU681	Adult Learning Theory	3
EDU522	Research Methods: Improving Learning Organization	3
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3
EDU630	Needs Assessment for Learning Environments	3
EDU653	Assessment Strategies to Improve Adult Learning	3
TBD	Specialization Course	3
TBD	Specialization Course	3
TBD	Specialization Course	3
EDU669	Capstone: The Professional Adult Educator	3
	TOTAL	30

## **F. Corporate Training and Knowledge Management**

### *Program Overview:*

The MEd in Corporate Training and Knowledge Management degree program and certificate programs prepares educators who want to improve the quality of leadership, curriculum, instruction, and assessment within corporate learning communities.

### *Who should enroll:*

Graduates emerge as leaders who are ready to transform corporate education and advance in their careers. The modern-day explosion of information and knowledge management tools has made accessing and creating information anytime, from anywhere, a reality. Corporate trainers and those who lead adult learning organizations must keep pace with changing education and training methods to infuse e-Learning into national and international teaching and learning models. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

### *Degree Learning Objectives:*

Candidates who complete this program:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Evaluate education technology.
- Demonstrate and apply management of e-learning.
- Integrate knowledge management for workplace learning.
- Demonstrate and apply needs assessment for learning environments.
- Apply assessment strategies to improve adult learning.

- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning objectives for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage<sup>®</sup> deliverables into your capstone project.

*Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Course #	Course Titles	Credit Hours
EDU681	Adult Learning Theory	3
EDU522	Research Methods: Improving Learning Organization	3
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3
EDU550	Evaluating Education Technology	3
EDU621	Managing e-learning	3
EDU623	Knowledge Management and Workplace Learning	3
EDU630	Needs Assessment for Learning Environments	3
EDU653	Assessment Strategies to Improve Adult Learning	3
EDU669	Capstone: The Professional Adult Educator	3
	TOTAL	30

## **G. e-Learning Technology and Design**

*Program Overview:*

The MEd in e-Learning Technology and Design degree program is designed for educators who want to improve the quality of leadership, curriculum, instruction, and assessment within online learning communities.

*Who should enroll:*

Graduates emerge as leaders who are ready to transform online learning and advance in their careers. Technology advancements have made instructional design a critical skill for corporate trainers and adult educators. A well-designed learning environment improves learning and makes information available on demand anytime, from anywhere. Corporate trainers and those who design education for adults must keep pace with changing education and training technology to infuse e-learning into national and international teaching and learning models. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

*Degree Learning Objectives:*

Candidates who complete this program:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Evaluate education technology.
- Demonstrate and apply needs assessment for learning environments.
- Design interactive e-learning.
- Integrate assessment strategies to improve adult learning.
- Develop and implement e-learning systems.
- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning objectives for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage<sup>®</sup> deliverables into your capstone project.

*Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Course #	Course Titles	Credit Hours
EDU681	Adult Learning Theory	3
EDU522	Research Methods: Improving Learning Organization	3
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3
EDU550	Evaluating Education Technology	3
EDU630	Needs Assessment for Learning Environments	3
EDU651	Designing Interactive e-Learning	3
EDU653	Assessment Strategies to Improve Adult Learning	3
EDU654	Developing and Implementing e-Learning Systems	3
EDU669	Capstone: The Professional Adult Educator	3
	<b>TOTAL</b>	<b>30</b>

## H. Higher Education Leadership and Administration

### *Program Overview:*

The MEd in Higher Education Leadership and Administration degree program is designed for educators who want to improve the quality of leadership, curriculum, instruction, and assessment within colleges and universities.

### *Who should enroll:*

Graduates emerge as leaders who are ready to transform higher education and advance in their careers. This MEd degree program is designed for professionals who want to better understand adult learning; public policy and higher education; successful leadership in higher education administration; and the future of higher education. Candidates find coursework designed to augment their professional knowledge, skills and aptitude.

### *Degree Learning Objectives:*

Candidates who complete this program:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.
- Demonstrate an understanding of public policy and higher education.
- Demonstrate successful leadership in higher education administration.
- Prepare for the future of higher education.
- Complete a capstone project that demonstrates successful application of the knowledge and skills you have acquired during your tenure at JIU to a real educational issue or opportunity. Your capstone project should demonstrate your proficiency with the learning objectives for your program area. Demonstrate how your capstone project connects to the JIU competency bank in a convincing way. Incorporate the Total Professional Advantage<sup>®</sup> deliverables into your capstone project.

### *Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Course #	Course Titles	Credit Hours
EDU681	Adult Learning Theory	3

EDU522	Research Methods: Improving Learning Organization	3
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3
EDU630	Needs Assessment for Learning Environments	3
EDU653	Assessment Strategies to Improve Adult Learning	3
EDU682	Public Policy and Higher Education	3
EDU683	Successful Leadership in Higher Education Administration	3
EDU684	The Future of Higher Education	3
EDU669	Capstone: The Professional Adult Educator	3
	<b>TOTAL</b>	<b>30</b>

## I. ibstpi® Certificates

Some of the most rapid growth in higher education is in certificate programs, which tend to be quicker and less expensive than traditional degree programs, and serve a wider range of students (www. Insidehighered.com). In a survey of more than 1,800 students, program participants see earning a certificate as a means to a practical end. The largest percentage of certificate seekers is employed in four essential areas, one of which is education.

As the United States continues to compete in a global marketplace for goods and services, all business, industry and non-profit organizations in the US proclaim the fundamental necessity of adult educators who have the tools to help all adult learners be successful.

The massive \$787 billion dollar stimulus legislation, called the American Recovery and Reinvestment Act of 2009 (HR 1), was signed on February 17th by President Obama. The bill is designed, in part, to stimulate the economy and to create millions of jobs across the United States. The stimulus package includes more than \$5 billion in training for a variety of programs across a number of U.S. federal agencies. An important part of the legislation allocates \$2.95 billion that will be used for training and employment services through FY09. With billions devoted to training, it is clear that U.S. lawmakers understand the important connection between learning, job creation, and economic recovery. This increased focus on training means that everyone in the workplace learning and performance profession has a huge opportunity to engage in the economic recovery efforts. (ASTD.org)

The U.S. Department of Labor has projected employment demand for education professionals and administrators to accelerate faster (21%-35%) than the average demand for all occupations through 2014. (The US Department of Education, 2003).

Professional Occupation	Fastest Growing Rank	Largest Employment Rank	Most Job Openings Rank	Certificate and Degree Programs
Training Manager	#27	Top 150	Top 150	M.Ed. Corporate Training and Knowledge Management; M.Ed. E-Learning Technology and Design

<b>Instructional Coordinator</b>	<b>#19</b>	Top 150	Top 150	M.Ed. Corporate Training and Knowledge Management; M.Ed. E-Learning Technology and Design
<b>Training Specialist</b>	<b>#49</b>	<b>#36</b>	<b>#34</b>	M.Ed. Corporate Training and Knowledge Management; M.Ed. E-Learning Technology and Design

## **Certificate in Corporate Training and Knowledge Management Training Manager ibstpi®**

### *Program Overview:*

The Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi® prepares students to improve their management practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for training manager standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of strategic planning, business management for learning organizations, management of e-learning, knowledge management for workplace learning and development and implementation of e-learning systems.

### *Who should enroll:*

The Certificate in Corporate Training and Knowledge Management: Training Manager ibstpi® is intended for those wishing to improve their practice by applying the International Board Standards for Training, Performance and Instruction (ibstpi®) within learning communities.

### *Certificate Program Learning Objectives:*

Candidates who complete this program (Choose 3 courses- 9 credit hours) from the following:

- Demonstrate and apply strategic planning.
- Demonstrate and apply business management for learning organizations.
- Demonstrate and apply management of e-learning.
- Integrate knowledge management for workplace learning.
- Develop and implement e-learning systems.

### *Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Choose 3 courses (9 credit hours) from the following:

Course #	Course Titles	Credit Hours
EDU542	Strategic Planning for Educators	3
EDU544	Business Management for Learning Organizations	3

EDU621	Managing e-Learning	3
EDU623	Knowledge Management and Workplace Learning	3
EDU654	Developing and Implementing e-Learning Systems	3

### **Certificate in Corporate Training and Knowledge Management Instructor ibstpi®**

#### *Program Overview:*

The Certificate in Corporate Training and Knowledge Management: Instructor ibstpi® prepares students to improve their instruction practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for instructor standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of adult learning theory, research methods to improve learning organizations, knowledge management for workplace learning, needs assessment for learning environments and integrate assessment strategies to improve adult learning.

#### *Who should enroll:*

The Certificate in Corporate Training and Knowledge Management: Instructor ibstpi® is intended for those wishing to improve their practice by applying the International Board Standards for Training, Performance and Instruction (ibstpi®) within learning communities.

#### *Certificate Program Learning Objectives:*

Candidates who complete this program (Choose 3 courses- 9 credit hours) from the following:

- Explain and apply adult learning theory.
- Apply research methods to improve learning organizations.
- Integrate knowledge management for workplace learning.
- Demonstrate and apply needs assessment for learning environments.
- Integrate assessment strategies to improve adult learning.

#### *Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Choose 3 courses (9 credit hours) from the following:

Course #	Course Titles	Credit Hours
EDU522	Research Methods Improving Learning Organizations	3
EDU623	Knowledge Management and Workplace Learning	3
EDU630	Needs Assessment for Learning Environments	3
EDU653	Assessment Strategies to Improve Adult Learning	3
EDU681	Adult Learning Theory	3

## Certificate in e-Learning Technology and Design Instructor ibstpi®

### *Program Overview:*

The Certificate in e-Learning Technology and Design: Instructional Design ibstpi® prepares students to improve their instructional design practice by learning about the International Board Standards for Training, Performance and Instruction (ibstpi®) for instructional design standards and by applying these standards to their practice within learning communities. This involves becoming a reflective practitioner through a deep analysis of education technology, needs assessment for learning environments, designing interactive e-learning systems and integrating assessment strategies to improve adult learning.

### *Who should enroll:*

The Certificate in e-Learning Technology and Design: Instructional Design ibstpi® is intended for those wishing to improve their practice by applying the International Board Standards for Training, Performance and Instruction (ibstpi®) within learning communities.

### *Certificate Program Learning Objectives:*

Candidates who complete this program (Choose 3 courses- 9 credit hours) from the following:

- Evaluate education technology.
- Demonstrate and apply needs assessment for learning environments.
- Design interactive e-Learning.
- Develop and implement e-learning systems.
- Integrate assessment strategies to improve adult learning.

### *Curriculum:*

Course #	1 Orientation Course no cost	No Credit
JIU 101	Successful Online Learning	No Credit

Choose 3 courses (9 credit hours) from the following:

Course #	Course Titles	Credit Hours
EDU550	Evaluating Education Technology	3
EDU630	Needs Assessment for Learning Environments	3
EDU651	Designing Design interactive e-Learning.	3
EDU653	Assessment Strategies to Improve Adult Learning	3
EDU654	Developing and Implementing e-Learning Systems	3

## **J. Academic Services Counselors**

After being admitted into the Adult Education and Administration degree program, a student is given administrative support by the Academic Services Counselors (ASCs). The ASCs' role is to provide students with exceptional support during the program. Ongoing administrative support includes, but is not limited to, the activities listed below. The ASC helps the student to:

- Understand how the program works logistically to ensure student success. This ongoing conversation helps the student to understand the program's structure, time commitments and required participation.
- Understand the importance of maintaining the minimum 2.5 GPA required for graduation from the master's degree program.
- Understand the field experience and student teaching requirements. The ASC helps the student determine options for fulfillment of these requirements as necessary.
- Understand the process for selecting sponsors and completing professional synthesizing projects.
- Develop and maintain a course sequence degree plan that ensures the student completes his/her coursework.

## **K. Sponsored Service Learning**

There is no more important element to an educator's professional growth than being an active member of a network of practicing professionals; some in the field refer to this network as a "community of practice." Knowledge is not near enough to be successful; influential educators know how to build relationships with clients, political leaders, business leaders, media professionals and, critically, other professional educators.

In each course, a student has the opportunity to work directly with a sponsor—a leader or leadership team in the field—who has a real need for a project to be done. Appropriate sponsors include building-level leaders (teacher/trainer/administrator leaders, program chairs and principals), district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc. A Sponsor Workbook is provided in every course with sections on Sponsor FAQ, Finding a Sponsor, and samples of letters and forms. Students work closely with their professors and sponsors to complete professional synthesizing projects that matter to their learning communities, and at the same time, students build relationships with leaders in their communities and organizations.

Often, a student chooses to work with the same sponsor for two or more professional synthesizing projects. This offers students and the learning organizations that they serve the opportunity to explore an important education question or problem over time and in considerable depth.

## **L. Professional Synthesizing Projects**

In every course, each student submits a portfolio-ready professional deliverable that demonstrates learning objectives have been met. This deliverable is referred to as the "professional synthesizing project."

A professional synthesizing project is a master's-level research project that demonstrates the candidate's ability to apply theory learned in a course to the solution of a practical problem in the field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

- Is drawn from the real needs of a specific learning community (at the building, district, state or federal level) and addresses an important education question or problem.
- Has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done.
- Includes a step-by-step plan and a realistic timeline for completion within a course.
- Employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources and strategies.
- Demonstrates the student's mature critical thinking as well as a thoughtful understanding of the education field's literature and theory.
- Is extremely well written, has a point of view and a confident voice and follows the APA Publication Manual standards.
- Incorporates applicable course, program and institutional learning objectives in a synthetic and interdisciplinary manner.
- Is thoroughly researched, includes rich data from multiple sources and provides analysis that is comprehensive and convincing.
- Includes an argument that is focused, logical, rigorous and sustained.
- Provides a conclusion that ties the project together and advances the ways that readers think.

In other words, each professional synthesizing project is exciting, thorough, personally meaningful and of interest to the larger academic and/or practitioner community.

## **M. Formative and Summative Assessment of Student Learning**

The School of Education's professors provide formative and summative assessment of each student's professional deliverables in each course. The School is built on a model that expects students, with proper support and guidance, to meet performance level expectations. Each student receives regular, helpful formative feedback from professors during each course and a summative evaluation on all professional synthesizing projects. To graduate from the program, a student must demonstrate achievement of program objectives.

## **N. Professors**

Every School of Education course is taught by a professor who:

- Holds a terminal degree, is fully prepared and up to date in the academic area and knows what students must learn.
- Has at least five years of relevant and tested experience in the field.
- Knows how to conduct research appropriate to the program and degree and is intellectually productive.

- Is an accomplished teacher/trainer/administrator in the academic area, with a record of five or more years of successful teaching.
- Seeks and values the active participation of all students.
- Is fully involved in the ongoing development of the program’s curriculum, instruction, assessment and professional development.
- Has been oriented to the School’s teaching and learning model.

## **O. Total Professional Advantage<sup>®</sup> 2.0 Program and Portal**

Every MEd student has access to the Total Professional Advantage<sup>®</sup> 2.0 program and portal that support employment readiness. The foundation of the TPA 2.0 program is the Seminar, a series of interactive workshops that are helpful to all students regardless of their professional situation, allowing them to customize their approach to professional planning.

The Seminar consists of the following key components:

- interactive career development workshops customized for the student’s degree program,
- free access to certified professional career advisors who offer synchronous one-on-one counseling on an individual basis,
- a dynamic electronic portfolio (“Professional Portfolio”) that students build over their degree program that can showcase their best attributes, résumés, selected work.

Students admitted to JIU have immediate access to the Seminar workshops and can engage in those workshops as they progress through their degree programs. Within the workshops, students are also notified when they reach “touch points” to speak with their professional career advisors. Students will produce three important career development *deliverables* from the completion of the TPA 2.0 program and as a Capstone course requirement. Additional support resources found within the TPA 2.0 career development portal, include; a resume-building tool, job and internship listings, career development videos and articles, podcasts, access to Jones e-global library<sup>®</sup> and continually updated information for professional development and student interaction in the form of a blog and bulletin board.

## **P. Course Descriptions**

For information related to course descriptions, please see the JIU School of Education Catalog.