Graduate School of Education
Course Syllabus

Course Information
Connecting Theory and Practice
EDU 6329
4 credit hours
Format: Online via https://canvas.northeastern.edu

Instructor Information
Dr. Alex Fronduto
a.fronduto@northeastern.edu
Office Hours: You may schedule an appointment via email.
If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with your Instructor. If you need additional support, please contact your Academic Advisor.

Technical Requirements

Courses are available on Northeastern University's Canvas at the following link:
http://canvas.northeastern.edu. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.
Each student is responsible for his or her access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites
EDU 6050 or EDU 6204

Note: It is strongly recommended that students take this course no earlier than mid-way through their program to gain the greatest benefit from connecting their academic learning with an authentic work-based learning opportunity.

Course Description
Involves participants in ePortfolio-based reflection regarding professional goals, progress toward program- and concentration-level competencies, and opportunities for connecting theory and practice. Investigates the "integrative knowledge" approach to evidence-based learning, reflection, and professional identity development. With input and feedback from peers, faculty, and the student's professional environment,

participants then have an opportunity to develop a plan for experiential learning. The plan describes a three-to-five-month workplace-based, scholar-practitioner experience that is responsive to the needs of the employer, yet also steeped in the contemporary issues, science, and theory of learning design.

Course Materials
Required:

- Readings posted in Canvas

Recommended:
- APA 7th Edition; you may also choose to refer to https://apastyle.apa.org – an open resource for you to learn APA style.

Program Learning Outcomes (PLOs)
- Master of Education (M.Ed.):
    - PLO1: Explain the major theories, research methods and approaches to inquiry and schools of practice in the field of education, articulate their sources and illustrate both their applications and their relationships to allied fields of study.
    - PLO2: Design and execute an applied, investigative or creative work that draws on the perspectives and methods within the sub-fields of education and assess the resulting advantages and challenges of including these perspectives and methods
    - PLO3: Design and implement a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of education to a practical challenge, articulate in writing or another medium the insights gained from this experience, and assess approaches, scholarly debates or standards for professional performance applicable to the challenge.
    - PLO4: Assess and develop a position on a public policy question with significance in the field of education taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.
    - PLO5: Integrate education-specific best practices and tools into experiential learning opportunities offered in the program.
- Master of Education (M.Ed.) in Higher Education Administration:
    - Analyze law and policy regulations within a higher education context.
    - Analyze, generate, and propose innovative solutions to contemporary issues in higher education, driven by data and applied theory.
    - Integrate principles of social justice and inclusion for concrete actions in higher education.
    - Articulate methods to continuously hone and upgrade professional skills in key higher education competencies.
    - Effectively present ideas through multiple mediums for targeted audience in higher education administration.
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Course Learning Outcomes
Students will:

- Create a project plan that proposes recommended solution(s) for an experiential learning project
- Implement an experiential learning project under the guidance of a sponsor
- Apply learning from previous courses to the experiential project

- Evaluate results of project implementation and the overall experiential learning opportunity
- Reflect on their experience with their assigned project and determine how their experience can be applied to their current and/or future professional growth.

Building your ePortfolio

As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard. You will receive more information in the course on how to build this ePortfolio.

Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities and complete assignments for throughout the course. Contact the instructor as soon as you know there may be a delay.

Policy on late work

Students must submit assignments by the deadline in the time zone noted in the syllabus.
Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late.
Work submitted late without prior communication with faculty will not be graded. Late discussion board posts are not accepted after the week the discussion takes place in. For example, posts to the Week 1 discussion board in Week 2 will not receive credit. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

Faculty / Student Communications

Students can expect that emails will be answered within 48 business hours. Students should email the instructor to request a phone or video meeting. Meetings will be scheduled within 5 business days of the communication.

Course Methodology

Discussion Board or other communication threads: students can expect questions on discussion boards directed to instructors to be answered within 24 hours.

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Grading/Evaluation Standards

All assignments including discussion board participation will be graded using rubrics provided to students via Canvas. The value of each assignment is designated below. Late work will not be accepted if the instructor is not notified prior to the due date. Assignments submitted up to 7 days past the due date will be graded for a maximum of half credit. After the 7 days assignments will not be graded unless arrangements have been made with the instructor. Discussion board postings cannot be made up. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+		
		84-86.9%	B	74-76.9%	C	69.9% or below	F
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-		

Grade Breakdown

Assignment	Due Date	Percent of Final Grade
Class Discussions via Discussion Board	All weeks except weeks 9 & 11 Initial post due by Thursday at 11:59 PM EST. Follow up discussion due by Sunday at 11:59 PM EST	30%
Reflections and Mini-Assignments	Throughout Course – Posted in Canvas	15%
Project Plan	Sunday of Week 6*	10%
Final Paper/Presentation Outline and Final Steps	Sunday of Week 9*	15%
Final Project and Presentation	Sunday of Week 11* *Presentation to be scheduled based on availability*	30%
	All assignments due at 11:59 PM EST	**100%**

Discussion Board

Northeastern Online requires that students participate in discussions each week. Unless otherwise noted, it is expected that at a minimum a student will post at least one comment and respond to at least two classmates' posts.

- Initial post(s) are due by Thursday at 11:59 p.m. EST. Initial post(s) should be 250-350 words.
- You should respond to **at least two** of your classmates' posts by Sunday at 11:59 p.m. EST. These posts should be roughly 100 words each.

You will be expected to be an active participant in the course and your level of participation and quality of your argument/comment may determine the total points you will be awarded for the discussion part of your grade. It is vital that you keep up with the readings and respond in the manner and time requested as the majority of the discussion will emanate from the reading material. In addition to the three required posts, your discussion will be graded based on the quality of your participation. Simply agreeing or disagreeing with a statement made in the book or by your peers is not sufficient.

Your responses should be respectful, substantive, and **must** refer to the literature on the topic. You may present another point of view or a connected idea. The goal is to engage in scholarly conversation with other learners, and extend the ideas in the first posts to a deeper level: apply, evaluate, and synthesize

ideas. Begin by reading everyone's posts and then select one that resonates with something you find particularly interesting or related to your experience or research.

The Discussion Board is a space for academic exchanges. As a result, you must check for punctuation, spelling, and grammar. In addition, you must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. A grading rubric for Discussion Board responses is provided.

Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course.

In the discussion board and in class high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions, but also your classmates' contributions.

Course Schedule

Overview Course Schedule

Below provides a high-level overview of what topics will be covered each week and the assignments due. Please check Canvas and your NEU email consistently for updates.

Week	Topic Content	Major Assignments/Deadlines
Week 1:	Introduction to the Course and to Experiential Projects	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 2:	Project Assignment and Matching	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 3:	Project Kick-Off & Communication	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 4:	How to Work in Remote/Virtual Teams	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 5:	Project Plan Development & Importance of Market Research	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and

		secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 6:	Project Plan Development & Marketing Yourself	**Project Plan Due – Sunday 11:59 p.m. EST** **Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 7:	Evaluating Project Plans & Career Reflection & Goals	**Mid-Course and Project Survey/Reflection** **Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 8:	Managing Deadlines and Expectations	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 9:	Finalize Outline and Final Steps	**Outline and Final Steps Due – Sunday 11:59 p.m. EST**
Thanksgiving Recess: 11/21 – 11/27		
Week 10:	Creating Impactful Presentations	**Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.
Week 11:	Finalize Final Project	**Final Project Due – Sunday 11:59 p.m. EST**
Week 12:	Presentations and Reflection Utilizing Your Project Experience	**ePortfolio Submission Due** **Discussion Board:** Primary posts due by Thursday 11:59 p.m. EST and secondary posts to classmates are due by Sunday 11:59 p.m. EST.

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at **https://neu.evaluationkit.com**. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit http://www.northeastern.edu/drc/getting-started-with-the-drc/.

Student Well-Being

All students have access to We Care – 617-373-7591   wecare@northeastern.edu for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@ Northeastern - Available 24/7/365   1-877-233-9477 (domestic)   1-781-457-7777 (international)
https://www.northeastern.edu/uhcs/find-at-northeastern/

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit http://subjectguides.lib.neu.edu/edresearch.

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support
Visit the Information Technology Services (ITS) Support Portal
Email: help@northeastern.edu
ITS Customer Service Desk: 617-373-4357 (help)

Wyzant Tutoring Services

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology.To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's **Canvas** platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities.

If you or someone you know has been a survivor of a Prohibited Offense, **_confidential_** support and guidance can be found through **University Health and Counseling Services** staff (http://www.northeastern.edu/uhcs/) and the **Center for Spiritual Dialogue and Service clergy members** (http://www.northeastern.edu/spirituallife/). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within **_The Office for Gender Equity and Compliance_** at: titleix@northeastern.edu and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/ouec for a complete list of reporting options and resources both on- and off-campus.

Northeastern University Online Copyright Statement

The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates