

PERFORMED BY:

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GILEAD

Proposal

MEDUC 631-2 Capstone Grant Proposal | Mount St. Mary's University

SUPERVISED BY:

Professor Doug

Program Purpose

Scaffolded writing instruction within existing coursework

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The Academic Literacy Collaborative

The proposed Academic Literacy Collaborative will design and implement **Gilead**, a digital learning platform that delivers scaffolded writing instruction within first-year and lower-division undergraduate courses to improve student writing development and academic readiness.

120

Pilot Students

6

Course Sections

3

LMS Platforms
(Canvas, Moodle,
Blackboard)

2

Pilot Semesters
(Oct 2026 – Jun 2027)

Three Program Goals

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What the Gilead pilot will accomplish

GOAL 1

1

Strengthen Writing Proficiency

Deliver structured, process-based writing instruction within existing first-year and lower-division coursework.

GOAL 2

2

Support Academic Integrity

Give instructors verifiable documentation of how students develop their writing over time.

GOAL 3

3

Expand Equitable Access

Reach first-generation and underserved students within the LMS environments they already use.

Goal 1: Strengthen Writing Proficiency

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ISTE Std. 6 | CWPA/NCTE/NWP Framework | WAC Framework

Objective 1.1

Design and develop 8 scaffolded writing modules for Canvas, Moodle, and Blackboard.

ASSOCIATED TASKS

- 1 Develop instructional storyboards for all 8 Gilead modules; specify objectives, activities, and feedback prompts for each writing stage. (Instructional Designer; 6 weeks)
- 2 Build and test all 8 modules in Canvas with structured feedback from a 5-member faculty review panel before fall launch. (Platform Developer + ID; 4 weeks)

Objective 1.2

Implement Gilead modules across 6 lower-division course sections during the pilot year.

ASSOCIATED TASKS

- 1 Facilitate two 3-hour faculty PD sessions for 6 pilot instructors on platform navigation, module assignment, and progress monitoring. (Program Coordinator; late Aug 2026)
- 2 Administer pre- and post-semester writing assessments to all 120 students using a shared analytic rubric. (Program Evaluator; both pilot semesters)

Goal 2: Support Academic Integrity

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ISTE Std. 6 | CWP/NCTE/NWP Framework

Objective 2.1

Configure process-documentation tools across all 6 pilot course sections.

ASSOCIATED TASKS

- 1 Program keystroke logging, draft-progression tracking, and time-on-task recording within Gilead before fall semester. (Platform Developer; 3 weeks)
- 2 Train 6 pilot instructors to read and interpret Gilead process records and AI-anomaly flags through a 2-hour workshop. (Program Coordinator; late Aug 2026)

Objective 2.2

Develop and distribute an academic integrity protocol for Gilead-generated process data.

ASSOCIATED TASKS

- 1 Draft the protocol in consultation with the Dean of Students and the academic integrity officer. (Principal Investigator; 4 weeks, Sep–Oct 2026)
- 2 Present the protocol at Faculty Senate and distribute to all pilot department chairs before spring 2027. (Program Coordinator; Nov 2026)

Goal 3: Expand Equitable Access

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ISTE Std. 6 | Culturally Sustaining Pedagogy (Paris, 2012)

Objective 3.1

Recruit a pilot cohort with at least 40% first-generation enrollment across all 6 sections.

ASSOCIATED TASKS

- 1 Coordinate with Institutional Research and First-Generation Student Success to verify enrollment thresholds; flag sections below threshold for outreach. (Program Coordinator; 2 weeks)
- 2 Administer baseline survey to 120 students on writing experience, comfort, and resource familiarity, stratified by first-generation status. (Program Evaluator; Week 1, Oct 2026)

Objective 3.2

Evaluate access and engagement outcomes at the close of each pilot semester.

ASSOCIATED TASKS

- 1 Analyze Gilead engagement data by first-generation status, Pell eligibility, and major; identify completion and proficiency disparities. (Program Evaluator; 2 weeks each semester)
- 2 Compile and submit equity reports with engagement patterns, proficiency gains, and recommended adjustments. (Program Evaluator; 3 weeks each cycle)

Evaluation Plan

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Mixed-methods, triangulated across all three goals

SURVEYS

Oct 2026, Dec 2026, Jun 2027

PARTICIPANTS

All 120 pilot students

DESIGN

Likert items on writing confidence, process familiarity, platform engagement, and access; mid-semester instructor survey on functionality.

INSTRUCTOR INTERVIEWS

Nov 2026 & Apr 2027

PARTICIPANTS

All 6 pilot instructors

DESIGN

Semi-structured 45-minute interviews on student engagement, process-record use, and platform refinement; thematic coding via codebook.

FOCUS GROUPS

Dec 2026 & Jun 2027

PARTICIPANTS

8–10 students × 2 cohorts per semester (stratified by first-gen status)

DESIGN

60-minute facilitated sessions on motivation, perceived access, and the experience of staged writing.

Self-Care Plan

Sustaining quality engagement across the pilot year

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Reflective Journaling

20 min / week

Each team member maintains a private professional journal documenting observations, decisions, and challenges across all four phases.

Quarterly Check-Ins

90 min / quarter

Facilitated team meeting at the close of each phase to surface concerns, share progress, and acknowledge contributions.

Movement Breaks

Two 20-min walks / week

Scheduled walking breaks during Phase 1 (development) and Phase 3 (full implementation) to support cognitive renewal.

Professional Reading

1 article / semester

Each team member selects an article in their program area, then shares a brief summary at the quarterly check-in.

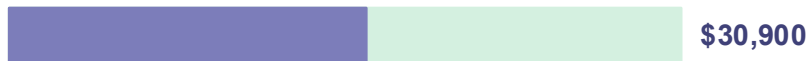
Program Budget

Total project cost: \$75,920

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By Goal

Goal 1: Strengthen Writing Proficiency



Goal 2: Support Academic Integrity



Goal 3: Expand Equitable Access



TOTAL PROJECT COST

\$75,920

Total Direct Cost (Goals 1–3)	\$58,400
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Evaluation Cost (10%)	\$5,840
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Indirect Cost (20%)	\$11,680
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