

August 31, 2009

MEMO TO: Josephine Marsh, Division Director
FROM: Suzanne Painter, Division Director
RE: Online Certificate in Distance Education

This memo accompanies the proposal for the K-12 Online Learning certificate, a program proposed by the College of Teacher Education and Leadership to serve the growing need for training for teachers of online courses.

Current programs: Both Mary Lou Fulton Graduate School of Education and the College of Teacher Education and Leadership have graduate programs that focus on teaching with technology. In MLFGSE: (a) M.Ed. in Educational Technology, (b) Certificate in Educational Technology, and (c) Certificate in Technology for Teaching and Learning. CTEL has the M.Ed. in Elementary Education with concentration in Technology. While these programs assist educators wishing to enhance technology use in face-to-face settings, they are not centered on distance education, which is the focus on the new certificate. Distance education has a unique set of demands and challenges.

Proposed program: This proposed program meets a need for training K-12 educators in online education. The program was developed by CTEL with consultation from MLFGSE faculty. It is our understanding that MLFGSE will be developing a similar proposal for Higher Education online learning, which we will support.

We believe that MLFGSE has courses in online learning that will be well suited to students who enroll in this program. We also believe some CTEL courses will be of use to students in enrolling in the MLFGSE program and look forward to collaborating in scheduling classes to maximize faculty efficiency and expose students to a range of highly qualified instructors.

MEMO

DATE: September 3, 2009

TO: Suzanne Painter, Division Director, College of Teacher Education and Leadership

FROM: Josephine Marsh, Director, Division of Advanced Studies in Learning, Technology and Psychology in Education, MLFIGSE

This memo is to support the CTEL proposal for the K-12 Online Learning Certificate. Although the proposed program has similarities to the MLF Technology Integration in the Classroom Certificate, it will serve a different audience. We do not think that it will reduce enrollments in our programs. The proposed program focus is on distance learning exclusively, while the certificate in MLF have a broader K-12 focus.

Faculty in MLF and CTEL collaborated to develop the proposal and plan to continue collaborating to staff and schedule classes so that all ASU students benefit from the expertise of the two faculty groups. We will provide our students with information about CTEL courses and certificates and trust that CTEL will find our courses suitable for their students.

We look forward to our continued work together.

ESTABLISHING GRADUATE CERTIFICATES
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed. Current graduate certificate guidelines may be found at www.asu.edu/graduate/gapd/GraduateCertificates.htm

The graduate certificate is a programmatic or linked series of courses in a single field or one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree and may be free-standing or linked to a degree program. The virtue of the graduate certificate is that it enables the university to respond to societal needs and promotes university interaction with corporate, industrial, and professional communities.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs** in the Graduate College. Mail code: 1003 and electronic copies to ozel@asu.edu or Denise.Campbell@asu.edu

Please type.

Contact Name: Leanna Archambault
Contact Phone: 602-543-6338
College: College of Teacher Education and Leadership (CTEL)
Department/School: Division of Educational Leadership and Innovation
Name of proposed Certificate: Graduate Certificate in Online Teaching for Grades K-12
Do Not Fill in this information: <u>Office Use Only</u>
CIP Code:

1. OVERVIEW. Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

Brief Description: This graduate certificate program would consist of online courses centered on preparing K-12 educators for online teaching along three major domains, which include technological, pedagogical, and content-related areas. (Mishra & Koehler, 2006). The goal of this program is to prepare current K-12 teachers to teach in an online environment and to become leaders in the development, implementation, and evaluation of online programs. This includes helping students understand how various topics within subject areas are effectively represented using technology and pedagogical strategies required to teach these concepts online. This would be accomplished through offering coursework that addresses all three domains, along with field experience opportunities. Through these experiences, students would be prepared to teach in online and blended educational environments.

Need: K-12 online distance education is a rapidly growing area. Currently, 42 states have either supplemental and/or full-time K-12 online programs, with the remaining states in the planning stages to offer online programs in the future (Watson & Ryan, 2007). The latest predication, based on current trends, is that 50% of all high school classes will be offered online by the year 2019 (Christensen & Horn, 2008). To meet the growing need for teachers in online environments, the proposed certificate program would consist of courses centered on preparing educators for online teaching along three major domains, which include technological, pedagogical, and content-related areas. (Mishra & Koehler, 2006).

References for Section Above

Christensen, C. M., & Horn, M. B. (2008). How do we transform our schools? [Electronic version]. *Education Next*, 13–19. Retrieved May 9, 2008, from http://media.hoover.org/documents/ednext_20083_12.pdf

Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

Watson, J. & Ryan, J. (2006). Keeping pace with K–12 online learning: A review of state-level policy and practice. Naperville, IL: Learning Point Associates.

Nature of the Target Audience: It is anticipated that those most likely to take advantage of this graduate certificate program will be 1) graduate students enrolled in either the M.Ed. in Elementary Education with a Concentration in Educational Technology or the M.Ed. in Secondary Education with a Concentration in Educational Technology or 2) teachers from K-12 classrooms who are working in virtual classrooms or aspire to work in a virtual classroom.

Potential Size of the Target Audience: Enrollment in the program will be only in the Fall of each year. It is anticipated that at least 20 students from the Phoenix Metro area plus an equal number of nonresident students will enroll each year.

Online searches found that no certificate programs in Online Learning are offered at Northern Arizona University, University of Arizona, Grand Canyon University, or the University of Phoenix. There are institutions in other states that offer such a certificate, as examples, New York University, University of Florida; Boise State; New Mexico State; California State; and the University of Wisconsin.

2. ADMINISTRATION AND RESOURCES

A. How will the proposed certificate be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed certificate is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed certificate program be met?

Dr. Leanna Archambault, the Program Coordinator, will work under the director of the Division of Educational Leadership and Innovation in CTEL. The program will be administered by the existing structures in the College of Teacher Education and Leadership (CTEL) including Graduate Advising and the staff of Division of Educational Leadership and Innovation.

B. What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

The program will be delivered exclusively online. In the short term, there will be no need for new equipment for the program. Instructors will use their existing ASU hardware and offer the courses through Blackboard. These courses will be created and taught by the current faculty members, who conceived and are creating the program as part of their regular teaching.

In the long term, dependent on demand for the courses, additional instructional resources as well as administrative support may be needed to support larger enrollments and will be supplied by the College of Teacher Education and Leadership.

3. ADMISSIONS PROCEDURES AND CRITERIA

A. Admission criteria

Students in the CTEL Concentrations in Educational Technology under the M.Ed. program in Elementary Education or Secondary Education will have the option of enrolling in the certificate program with no additional admission requirements.

Practicing teachers enrolling in the program for professional development or career advancement will apply as non-degree seeking students to the Graduate College.

All applicants to this certificate program must meet the Graduate College criteria for admission to graduate certificate programs at ASU and be licensed or experienced teachers.

Students will be admitted once a year for the Fall semester.

B. Admission decision process

The prospective student must complete the online Graduate College application and submit application materials (official transcripts, recommendation letters, personal statement, resume).

The applicant's file with all application materials (when received from the Graduate College) is given to appropriate faculty to evaluate for admission; for example, in the case of Elementary Education with a focus on technology, file would be given to Leanna Archambault and Keith Wetzel to evaluate for admission to the program.

The application packet and recommendation of the faculty evaluators are submitted to CTEL graduate advising who forwards the recommendation to the Graduate College for final admit decision and notification to the student.

C. Projected annual admission/enrollment

In a recent study of 596 K-12 online teachers from 25 states, 10% of whom were from Arizona, teachers reported that they were only "somewhat prepared" in the areas of content and pedagogy to teach online, and "not very prepared" when it came to technology (Archambault, 2008). Online teachers also confirmed their need for additional preparation in their open-ended responses: "There are many technical details that a teacher must be prepared to handle to adequately teach in this environment." "This type of teaching was never a goal of mine but I enjoy it now and continue to improve at it. College did nothing to prepare me for teaching online."

Feedback from Nan Williams, the former Arizona Department of Education Project Liaison for the Statewide Instructional Technology (SIT) Project, there is increasing demand for teachers who are qualified to teach online (personal communication, 10/7/08). In addition, Ms. Dana Van Deinse, head of Primavera Online High School in Arizona, confirmed this interest: "As the Head of School at Primavera High School, I would be very interested in talking to you about your program development. Teaching in the virtual world adds a dimension of new challenges for educators. I believe it would be beneficial for educators to gain experience teaching students in this arena prior to entering the field. My experience in staffing and training instructors indicates there would be high interest in an online program" (personal communication, 10/8/08).

Because the proposed graduate certificate program seeks to recruit a new student population (i.e. those who are currently or who are interested in teaching in K-12 online environments), it is unlikely to affect other academic units. Current students in the CTEL M.Ed. in Elementary Education with a Concentration in Educational Technology or the M.Ed. in Secondary Education with a Concentration in Educational Technology programs would be able to take the proposed courses within the online education certificate program. We anticipate approximately 20 students in the certificate program annually.

Reference for Section Above

Archambault, L. (2008). The characteristics, knowledge, and preparation levels of K--12 online distance educators in the United States. Retrieved from ProQuest Dissertations and Theses database. (AAT 3352165).

4. ACADEMIC REQUIREMENTS

A. Minimum credit hours required for certificate (15 credit hour minimum)

The Certificate program will require five, three-credit hour courses. Four of the courses will be required core courses, the fifth course will be an elective.

B. Course delivery mode (e.g., online, face-to-face, off-site)

Online

C. Please describe culminating experience required (e.g., internship, project, research paper, capstone course, etc.)

The culminating experience is an electronic portfolio (EP) that students will complete in EDT 580 Practicum in Online Teaching. During this course, students will complete the EP that they have been developing across all courses in the graduate certificate program as well as teach in an online school environment. As they teach, they will be applying content acquired in previous online teaching and methods course to their field experiences. Students will observe a mentor teacher and co-teach during the practicum experience. As in a face-to-face setting, student teachers will progressively assume more responsibility for teaching all of the K-12 students in the online course. Artifacts created and implemented during student teaching include lesson plans, online course models, cooperating teacher observations, copies of interactions with students, K-12 student work samples and their reflections on teaching. The students will write a final reflection that will explain their mastery of the standards, growth over time, and professional goals (next steps) they plan to pursue after completing the certificate.

D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed certificate program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Students will design online learning lessons that utilize best practices.

Students will develop outlines of units of online study based on a variety of models of online learning.

Students will create an online unit of study that utilizes a variety of online resources.

Students will develop complete online courses customized for a given instructional situation.

E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 4.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

Student Outcome	Alignment with Content Standards	Proposed Course	Assessment
Understand, implement, and support principles of effective teaching in an online format.	National Educational Technology Standards –Teacher (NETS-T) 3 National Board Professional Teaching Standards (NBPTS) 5	Methods of Online Teaching	Signature Assignment with Rubric: Professional Development Plan
Understand social, ethical, legal, and human frameworks and apply theories to current issues related to K-12 online education.	NETS-T 4		
Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practices and support leadership decisions that are data-driven.	NBPTS 3 NETS-T 2	Practicum in Online Teaching	Signature Assignment with Rubric: Action Research Plan
Access and utilize online research tools and other library resources.	NBPTS 3 NETS-T 5	Principles and Issues of Online Teaching	Signature Assignment with Rubric: Research Synthesis Paper
Create standards-based curriculum materials appropriate for use in a K-12 online educational setting.	NETS 1	Methods of Online Teaching; Online Course Design	Signature Assignment: Curriculum Module; Course Outline
Understand and advocate for research-based best practices in teaching in an online environment.	NBPTS 3 NETS-T 3, 5	Methods of Online Teaching	Signature Assignment with Rubric: Curriculum Analysis
Apply technology in assessing student learning using a variety of assessment strategies appropriate for	NETS-T 2		

online teaching.			
Understand theories of K-12 online distance learning, management issues in planning and implementing online distance education.	NBPTS 3 and 4 NETS-T 1,5	Online Course Design	Signature Assignment with Rubric: Online Course Development
Understand the educational philosophies, cultural understandings, and impacts that influence attitudes on K-12 online education as well as how these attitudes impact policy related to the K-12 online environment.	NETS 5 NBPTS 1 and 4	Principles and Issues of Online Teaching	Signature Assignment with Rubric: Research Synthesis Paper
Understand design principles for creating curricular units that provide instructional scenarios of technology-rich constructivist learning.	NETS-T I, II, III	Online Course Design	Signature Assignment with Rubric: Online Course Development
Understand design elements to create professional, informative, and purposeful educational Web sites.	NETS-T 3,5	Methods of Teaching Online	Signature Assignment with Rubric: Educational Web Site
Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	NETS-T 5		
Model and teach legal and ethical practice related to technology use.	NETS-T 4		
Observe and model principles of online pedagogy and technological pedagogical content knowledge in an authentic K-12 distance education setting.	NETS 1, 2, 3, 4, 5	Practicum in Online Teaching	Signature Assignment: Reflection/Observation of Online Teaching

F. Satisfactory student academic progress standards and guidelines (including any time limits for completion)

Students will be required to pass each of the courses with a B or better before being allowed to take the next course in the sequence.

G. Proposed policy on students in the certificate program sharing hours used towards the certificate with another ASU degree program. (Please note that a maximum of 9 hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU).

Students will be able to share hours used toward the certificate with other ASU degree programs as determined by those programs based on the Graduate College policy.

H. Below, please list all required and elective courses in the appropriate boxes (you may attach additional pages if necessary).

Please ensure that all new core course proposals have been submitted to the Provost's office through ACRES online course proposal submission system. Please note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

Principles and Issues of Online Teaching EDT 524

Examines current issues, policies, and trends pertaining to web-based teaching and learning. Students actively explore research related to online learning. Emphasis is on issues and trends related to virtual schooling and emerging best practices for effective online instruction.

Methods of Online Teaching EDT 526

Addresses the theory and practice for online teaching and learning and explores a range of resources and skills in creating web-based curriculum materials. Participants evaluate a wide variety of online resources leading to the design and creation of a web-based curriculum unit.

Online Course Design EDT 532

Emphasizes an instructional design approach to the development of online courses. Participants create a fully-developed online course customized for use in their own instructional setting including defining course goals and objectives, designing instructional lesson plans, activities, materials, and assessments. Consideration is given to different models of online delivery and various ways to organize and present content.

Practicum in Online Teaching (EDT 580)

Focuses on applying content acquired in online teaching and methods courses to field-based experiences. Participants are given the opportunity to shadow an online teaching professional for practical, hands-on experience. Participants demonstrate their knowledge, skills, and disposition for online teaching through directed mentorship from qualified teachers and/or faculty.

Core Courses		Credit Hours Subtotal: 9
<i>(Prefix & Number)</i>	<i>(New course?)</i>	-
EDT 524	Yes	3
EDT 526	Yes	3
EDT 532	Yes	3
Elective Courses <i>(Prefix & Number)</i> (Pick One)		Credit Hours Subtotal: 3
EDT 530	Topic: Technology Integration Methods	3
EDT 598	Topic: Digital Video in the Classroom	3
EDT 545	Using the Internet in Education	3
EDT 547	Technology in Language Arts and Social Studies in Education.	3
EDT 548	Technology in Mathematics and Science Education	3
EDT 598	Topic: Emerging Technologies	3
EDT 598	Topic: Technology as Mindtools	3
Culminating Experience <i>(if applicable)</i>		Credit Hours Subtotal: 3
EDT 580 Practicum		3
Total required credit hours		15

5. PRIMARY FACULTY PARTICIPANTS - Please list all primary faculty participants for the proposed certificate, including home unit and title. You may attach additional pages if necessary.		
Name	Home Unit	Title
Keith Wetzel	CTEL	Professor
Teresa Foulger	CTEL	Assistant Professor
Leanna Archambault	CTEL	Assistant Professor
Christina Greenhow	CTEL	Assistant Professor
Dennis Pipes	CTEL	Clinical Faculty


6. REQUIRED SUPPORTING DOCUMENTS
(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

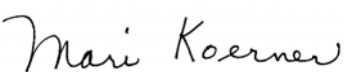
Please include the following with your proposal:

- A. Sample plans of study for students in the proposed program
- B. Statements of support from all deans and heads of impacted academic units

See Appendix A for sample Plan of Study

7. APPROVALS - If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR (PRINT/TYPE) Suzanne Painter	
SIGNATURE 	DATE 8/14/2009

DEAN (PRINT/TYPE) Mari Koerner	
SIGNATURE 	DATE 8/10/09

The following section will be completed by GC following the recommendations of faculty governance bodies.

UNIVERSITY VICE PROVOST AND DEAN OF THE GRADUATE COLLEGE	
SIGNATURE	DATE

Please note: Proposals for new certificates also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate, and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

APPENDIX A
Sample Program of Study

Student _____ ID# _____

General POS Information	
Certificate	Graduate Certificate in Online Teaching K-12
Admitted	2010 Spring
Minimum Hours Required	15.00
Total hours on POS	15.00
Current GPA	4.00
Overall Graduate GPA	4.00

Degree Requirements
15 hours including a 3 hour practicum

Term	Course	Title	Credit Hours	Grade	Campus
2010 Spring	EDT 524	Principles and Issues of Online Teaching	3.00		Online
2010 Fall	EDT 526	Methods of Online Teaching	3.00		Online
2011 Spring	EDT 532	Online Course Design	3.00		Online
2011 Summer	EDT 545	Using the Internet in Education	3.00		Online
2011 Fall	EDT 580	Practicum in Online Teaching	3.00		Online

Total Credit Hours 15.00

Advisor/Committee

Name	Role	Title	Department
Keith Wetzel	Advisor	Professor	Educational Leadership and Education

Questions concerning program requirements or changes in your Program of Study should be directed to your advisor.