ASU Arizona State University

PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed.

The graduate certificate is a programmatic or linked series of courses in a single field or in one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree. The graduate certificate enables the university to respond to societal needs while promoting university cooperation with corporate, industrial, and professional communities.

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

GRADUATE CERTIFICATE

College/School: Mary Lou Fulton Teachers College

Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.

Department/Division/School: Teacher Preparation (CELEMED)

Proposing faculty group (if applicable)**:**

Name of proposed graduate certificate: Teacher Certification

Is a program fee required? Yes, a program fee is required.

Note: for more information about program fee requests, visit https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees

Is the unit willing and able to implement the program if the fee is denied? — Yes, we are able to implement the program.

Requested effective term and year: Fall 2021

(The first semester and year for which students may begin applying to the certificate)

Delivery method and campus or location options: *select all locations that apply*

☐ Downtown Phoenix ☐ Polytechnic ☐ Tempe ☐ West ☐ Other: _____

☐ **Both** on-campus **and** ☐ ASU Online* **-** (check applicable campus(es) from options listed above)

☒ ASU Online only (all courses online and managed by ASU Online)

Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process.

Do Not Fill in this information: Office Use Only	CIP Code:
Plan Code:	

PROPOSAL CONTACT

Name:	Dr. Nicole Thompson	**Title:**	Division Director
Phone number:	662-617-1857	**Email:**	nlthompson@asu.edu

PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

ARIZONA STATE UNIVERSITY

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and college/school levels of review, and the college/school(s) has the resources to offer this degree program. I recommend implementation of the proposed certificate program.

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

College/School/Division Dean name: Carole Basile

Signature: *Carole G. Basile* **Date:** 12/15/2020

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 (two readings), 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.

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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.

   Nationally, teacher preparation programs have been declining in enrollment. In an answer to the decline, Governor Ducey signed a state board ruling on May 2, 2017 to allow for alternative teacher preparation programs in the hopes to attract graduates from outside of education. With nearly 90,000 undergraduate students attending ASU, Mary Lou Fulton Teachers College has the opportunity to close the teaching gap in Arizona and nationally by broadening the pipeline of future teachers through creating strategic opportunities for undergraduate students enrolled in other majors to become certified teachers by applying to the Teacher Certification graduate certificate and completing the certificate in two semesters after graduating from their undergraduate degree program. This teacher certification program provides additional access to students who are seeking teacher certification at the post-baccalaureate level and do not have the time, resources, or need to seek a full master's degree. However, students may have the option to complete a master's degree in an additional semester. The structure not only serves current graduates, but will also serve the over 1000 people currently holding full-time employment without a teacher certification. This alternative program is a way to recruit talented individuals in all subjects who have a passion for teaching but do not have backgrounds in education.

   University of Arizona offers a two-year alternative pathway for grades 6-12 leading to a master's of education. Students must be teachers of record while in this program.

   Northern Arizona University offers a two-year master's degree program in one of the following areas. Students would be required to work under an alternative teaching certificate.
   - MEd Elementary Education with Certification
   - MEd Special Education Mild Moderate Disabilities with Certification
   - MEd Early Childhood Special Education with Certification
   - MAT Teaching Science with Certification

   This program differs from our other graduate-level teacher certification programs at MLFTC in a couple of ways. For example, this graduate certification program differs from other existing programs, such as the Online Teaching for Grades K-12 (Graduate Certificate), because it is a program that prepares educators to be Elementary or Secondary certified teachers through the Arizona Department of Education (ADE). The Online Teaching for Grades K-12

(Graduate Certificate) program does not prepare new teachers for certification, but instead provides additional expertise for already certified educators.

The Graduate Certificate, Teacher Certification is a two-semester program, and is aligned with ADE requirements for teacher certification in Elementary or Secondary Education. The program is also aligned with professional standards in the field and provides robust clinical support and guidance to foster teacher growth and development throughout the program. This program allows students who already have a bachelor's degree and are not looking to obtain a master's degree, but are solely looking to be certified to become a teacher. There is the option for students to articulate to the master's option within three years of completing the Graduate Certificate.

The program leads to Arizona teacher certification, and will be offered online for both a local and national audience. The graduate certificate program requires students to be hired (or already employed) by a school district on an Alternative Teaching certificate and work as the teacher of record during the program. This minimum two-semester certificate program will provide students all of the required coursework and experiences to attain an institutional recommendation for teacher certification through the Arizona Department of Education (ADE) for Elementary Education or Secondary Education.

In alignment with national Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards, students will demonstrate knowledge, skills, and dispositions of effective teachers in the areas of learner-centered practices, learning design and environment, assessment, content, instructional practice, and professional responsibilities. Please note that ASU does not provide the teacher certification licensing, but prepares students to obtain their license through ADE. A student who completes the graduate certificate program is responsible for completing state certification requirements to obtain certification, as ASU and MLFTC provide only the Institutional Recommendation, not the actual teacher certification. It is the responsibility of the student to obtain certification through their state agency if they choose.

The Arizona Department of Education approves and recognizes teacher and administrator preparation programs offered by ASU as providing the academic knowledge and experiential expertise required of graduates to apply for Arizona certification. Graduates of both traditional and alternative teaching routes in our teacher programs qualify, either directly or through reciprocity, to apply for certification or licensure in many, but not all, other states and territories**.** Arizona State University provides information from state websites on the professional licensure page (https://asuonline.asu.edu/about-us/licensure/). Even so, students are encouraged to confirm the regulatory requirements needed to apply for certification or licensure in the states in which they are interested in working, including additional subject testing, background checks, or professional experience requirements. For answers to specific questions, students can contact the MLFTC compliance staff at MLFTCCompliance@asu.edu .

Students in the program will obtain their own teaching placements, and are required to be a full-time teacher of record aligned with their certification area (Elementary Education or Secondary Education). Students are required to complete a minimum of two semesters of apprentice teaching. Apprentice teaching courses are offered as an alternative route to teacher certification for students who are full-time teachers of record in an approved content area on the Alternative Teaching Certificate from the Arizona Department of Education (or out-of-state comparable certificate) while completing classes for the graduate certificate.

Students also receive meaningful professional guidance from clinical instructors with years of K-12 classroom experience. Clinical instructors serve students in a dual role as both course instructors and supervisors in the field. This mentoring relationship makes it possible for ASU coursework to inform students' K-12 instruction and brings students' day to day problems of practice into their ASU courses. Clinical instructors will conduct teaching observations through a combination of classroom visits and video-based observations to provide meaningful feedback across all performance areas. Students will engage with the clinical instructor, in guided cycles of reflection to continuously improve their instructional skills in the classroom.

The professional experience model is informed by research to support the effective use of video technology for teacher- collected teaching videos. Further, the professional experience courses and video observations are aligned

with the program coursework to support the connections between theory and practice.

All students in the program (regardless of location) will take the professional experience courses (EED/SED571 and EED/SED574 Apprentice Teaching One and Two) online, in cohorts, with an anchor instructor who provides clinical support and feedback to the student throughout the program. All classroom observations will occur through a video-based model, using a video-annotation tool (GoReact), which MLFTC is already currently using in current certification programs. Students will have two formal performance assessments in each semester, with peer reviews, instructor written feedback (in alignment with the National Institute for Excellence in Teaching (NIET) Aspiring Teacher rubric), and student reflections. Students will also have 2-3 "Walkthrough" video observations as well that provide further opportunities for feedback and guidance from the clinical instructor.

2. ADMINISTRATION AND RESOURCES

A. Administration
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 staffing needs for this proposed certificate program be met?

Mary Lou Fulton Teachers College has centralized services for graduate admissions (including face-to-face and online recruiting) and graduate advising, and the Division of Teacher Preparation schedules, staffs and supports all courses in its hosted programs. Graduate admissions is supported by marketing staff (including a team of three graduate recruiters), the Office of Student Services (a small team of graduate admissions reviewers and supervisors), and the team of graduate advisors, which includes a director, several supervisors, and a growing team of advisors. Scheduling and staffing is supported by two staff at the division level and a scheduling team of three at the college level.

Gina Conner is anticipated as the faculty program coordinator.

B. Resource requirements needed to launch and sustain the program
Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc. 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 program.
- Video Annotation Tool (GoReact): A video annotation tool (GoReact), which MLFTC is already currently using in current certification programs, is needed to implement a video-based model of teaching observation, feedback, and cycles of reflection and growth
- MLFTC Clinical Associates (co-instructors for professional experience courses) and Training: As we launch the online program, we anticipate an increase in the number of students, and given our video-based model of observation cycles, we will need to onboard and train new clinical associates who are trained in scoring teaching with the NIET Aspiring Teacher Rubric (ATR).
- NIET Resources: We will be shifting from using the NIET TAP rubric to the NIET Aspiring Teacher Rubric as a means to score observed teaching skills and provide feedback to students. We are working with NIET to gain access to their library of ATR resources to support both students and faculty.

Letter of support from EdPlus, Appendix III

C. Projected Enrollment:
How many new students do you anticipate enrolling in this program each year for the next three years?

3-YEAR PROJECTED ANNUAL ENROLLMENT

Please utilize the following tabular format	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of students in certificate (Headcount)	50	100	150

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. Visit the assessment portal at https://uoeee.asu.edu/assessment-portal or contact uoeee@asu.edu with any questions.

See Appendix II

4. ACADEMIC REQUIREMENTS

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

23 credit hours

This includes two professional experience courses (Apprentice Teaching) required to meet state teacher certification requirements. Though students can complete the certificate in a minimum of two semesters, they may opt to add additional semesters to lessen the credit load per semester if needed.

B. **As applicable, please describe culminating experience if required** (e.g., applied project, portfolio, capstone course, etc.)

There is not a culminating experience in this graduate certificate program.

C. **Please state the satisfactory student academic progress standards and** guidelines (including any time limits for completion). All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit, maintaining continuous enrollment.

Students are required to meet minimum university standards for satisfactory academic progress. This includes maintaining at least a 3.0 GPA in each of the three GPAs for graduate students (Plan of Study, Cumulative, and Overall Graduate GPA). Students must pass all required professional experience and apprentice teaching coursework with a grade of "B" (or Y) or better. Students on academic probation may not be eligible for professional experience or apprentice teaching courses.

A student on probation for lack of satisfactory academic progress or professional conduct who subsequently fails to maintain good standing will be recommended for dismissal. Sequential semesters of probation for repeated failures to maintain satisfactory academic progress will not be considered.

D. **Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program?** (Please note that a maximum of 12 graduate-level credit 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. No more than 40% of coursework towards the requirements of a graduate certificate can be completed prior to admission to the certificate program.)

No

E. **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 the

Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas.

Note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

Required Core Courses for the Certificate			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
TEL 502	Exploration of Education: Child/Adolescent Development and Foundations of Special Education	Yes	3
TEL 510	Instructional Design, Planning and Assessment	Yes	2
TEL 517	Creating Equitable Learning Environment: Decision Making and Action	Yes	3
		Section sub-total:	8
Track Coursework **Students select the Elementary Education or Secondary Education Track**			
Prefix and Number	**Course Title**	**New Course?**	**Credit Hours**
Elementary Education Track (11 credit hours)			
TEL 531	Instructional Methods for Language and Literacy	Yes	3
EED 537	K-8 Mathematics Methods and Assessment	No	3
EED 536	Integrated Humanities (SS/Arts/ELA) Methods and Assessment	Yes	3
EED 529	Science Methods and Assessment	Yes	2
Secondary Education Track (11 credit hours)			
TEL 532	Literacy Across the Disciplines	Yes	3
SED 510	General Methods and Assessment	Yes	4
Choose one of the following teaching methods courses, in consultation with the program and academic advisor:			
SED 511	ELA Methods and Assessment	Yes	4
SED 512	Secondary Mathematics Methods and Assessment	Yes	4
SED 513	Science Teaching Methods for Secondary School	Yes	4
SED 514	Methods of Teaching Secondary Social Studies	Yes	4
		Section sub-total:	11
Other Requirements *E.g. – internships, clinical requirements, field studies, foreign language exam as applicable*			**Credit Hours**
EED 571 or SED 571 Apprentice Teaching I (2)			2
AND			
EED 574 OR SED 574 Apprentice Teaching II (2) OR EED 578 Residency/Student Teaching in Elementary Education (2) OR SED 578 Residency/Student Teaching in Secondary Education (2)			2
		Section sub-total:	4
Total required credit hours			23

1. List all required core courses and total credit hours for the core (required courses other than internships, capstone course, etc.)**.**

2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval.

F. Current Faculty: Complete the table below for all current faculty members who will teach in the program.

Name	Rank	Highest Degree	Area of Specialization/Expertise	Estimated Level of Involvement
Melissa Geiselhofer	Clinical Assistant Professor	Ed.D.	Language/Literacy, Curriculum development & supervision, Early Childhood	High
Elizabeth Frias	Instructor	Ph.D.	Curricular design, Learning and Instruction, Secondary Education	High
Gina Conner	Clinical Assistant Professor	Ed.D	Special Education, Educational Leadership and Innovation, Elementary Gen Education and K-12 Special Education	High
Lana Haddy	Clinical Assistant Professor		Literacy and Writing, Elementary and Secondary Education	Medium
Casey Swingle	Clinical Assistant Professor	EdD	Language & Literacy, Elementary Education	Medium
Kristina Valles	Clinical Assistant Professor	Ed.D.	Instruction and Management, Secondary Education	Medium
Tera McDonald	Instructor	MEd	Social Studies & Instruction, Elementary Education	Medium
Amy Papacek	Clinical Assistant Professor	Ph.D.	Curriculum & Instruction, Diversity Education, Special Education	Medium
Lauren Harris	Associate Professor	Ph.D.	Educational Studies, Social Studies	Medium
Barbara Kinach	Associate Professor	Ed.D.	Mathematics Education, Elementary and Secondary Education	Medium
Ron Beghetto	Professor	PhD	Creativity in Education, Elementary and Secondary Education	Medium
Stan Zucker	Professor	PhD	Special Education	Medium
Peter Rillero	Associate Professor	PhD	Science Education, Elementary and Secondary Education	Medium
Amy Bartlett	Clinical Assistant Professor	MEd	Science Education, Elementary and Secondary Education	Medium
Brenda Collins	Instructor	MEd	Mathematics Education, Elementary and Secondary Education	Medium
Angela Smith	Clinical Assistant Professor	Ed.D.	Curriculum & Instruction, Diversity Education, Special Education	Medium

Pamela Clark	Clinical Assistant Professor	MEd	Language & Literacy, Elementary Education	Medium
Cindy Ballantyne	Clinical Assistant Professor	MEd	Curriculum & Instruction, Elementary Education, Secondary Education, Educational Psychology	Medium
George Barnes	Clinical Assistant Professor	Ed.D.	Curriculum & Instruction, Secondary Education, Social Studies	Medium
Katherine Palichuk	Instructor	MEd	Curriculum & Instruction, Elementary Education, Early Childhood, Structured English Immersion	Medium
Pamela Harris	Clinical Associate Professor	Ph.D.	Curriculum & Instruction, Special Education	Medium
Alexandria Silva	Clinical Assistant Professor	Ph.D.	Curriculum and Instruction, Language & Literacy, Structured English Immersion	Medium
Lindsey Moses	Associate Professor	Ed.D.	Language and Literacy	Medium
Juliet Barnett	Associate Professor	Ph.D.	Special Education	Medium
Sarup Mathur	Associate Professor	Ph.D.	Special Education	Medium

5. **COURSES**

   A. **New Courses Required for Proposed Certificate:** Provide course prefix, number, title, credit hours and brief description for any new courses required for this certificate program.

Prefix and Number	Course Title	Brief Description	Credit Hours
Core Courses			
TEL 510	Instructional Design, Planning, and Assessment	Students will be introduced to learning theories, instructional design, planning and assessment. Students will plan and develop age-appropriate instruction that differentiates instruction and experiences for a diverse group of learners to include appropriate adaptations including students with exceptionalities. Students will possess an awareness of how formal and informal assessments can be used to identify learners' strengths and needs and adjust instruction accordingly.	2
TEL 517	Creating Equitable Learning Environment: Decision Making and Action	Research, develop and implement strategies and intervention for effective management of classroom behavior for students with and without disabilities. Creates plans for maintaining a positive, productive, and culturally relevant classroom environment. Incorporates age-appropriate techniques addressing individual, social, and academic competence.	3

TEL 502	Exploration of Education: Child/Adolescent Development and Foundations of Special Education	TEL 502 provides a general pedagogical framework in the cognitive, social-emotional and physical domains of child and adolescent development and how to apply that knowledge to the learning programs for neurotypical and exceptional learners.	3
Education Pathway			
EED 536	Integrated Humanities (SS/Arts/ELA) Methods and Assessment	Focuses on content, assessments, and methods of integrated humanities (social studies, arts, and English language arts) for the elementary teacher. Apprentice teachers will critically analyze and discuss course materials, generate meaningful questions and seek answers concerning the purpose, content, methods, and assessments of integrated humanities instruction, and actively participate in course activities in a face-to-face setting and online through the course website.	3
EED 529	Science Methods and Assessment	The goal of this class is for pre-service and apprentice educators to acquire the ability to create learning environments that encourage and enable *all* children to learn science. To achieve this goal, the course assignments, readings, discussions, and activities help elementary-level educators appreciate the importance of science in society, understand the nature of science and science education, know current techniques and trends in science education, locate and evaluate resources for science education, understand the K-8 science standards, and design effective educational experiences to help children construct understanding of science concepts.	2
TEL 531	Language and Literacy Methods	Apprentice teachers will apply research-based strategies for delivering differentiated literacy instruction, assessment, intervention and remediation. Content will focus on autonomous (science of reading) and ideological (social practices of reading) models that incorporate culturally and linguistically responsive and sustaining practices for literacy. This course also addresses the unique learning needs of students with dyslexia and other reading challenges.	3
Secondary Education Pathway			
SED 510	General Methods and Assessment	This course reinforces the application of educational design and decision making for secondary teachers through the creation and evaluation of unit planning, assessment, and strategies for working with secondary students. Topics include backwards planning, providing effective feedback, planning for student engagement, and meeting the needs of diverse learners. Expectations of the profession and research within the context of secondary education are also examined and applied.	4

SED 532	Literacy Across the Disciplines	Prospective educators will identify the specific literacy practices and challenges students face within their academic discipline and apply research-based instructional strategies for delivering differentiated instruction. Content will focus on instructional and assessment strategies in order to develop essential academic vocabulary, comprehension, and critical thinking within each academic discipline including face to face and digital learning environments.	3
SED 511	ELA Methods and Assessment	This course focuses on the methods of instruction, organization, and assessment for teaching English Language Arts (ELA) in secondary schools. In this course, students apply research-based practices through their professional experiences and participate in iterative cycles of inquiry, co-planning, and coanalyzing data to meet secondary students' needs, foster critical thinking, and mastery of the content. The course also examines current trends and problems of practice in secondary English Language Arts including topics of equity and social justice.	3
SED 512	Secondary Mathematics Methods and Assessment	Mathematical knowledge for learning, teaching and assessment in secondary school. Focus on developing conceptual understanding of mathematics through structured inquiry activities and inductive teaching methods. Emphasis on teaching with manipulatives and visual models, questions, and generalization of patterns to discover new mathematical ideas and relationships. Includes types of mathematical understanding, representational theories of mathematics learning and structure of knowledge and processes for secondary mathematics topics. Importance of productive struggle and a growth mindset for creating a positive and engaging learning environment in mathematics classrooms.	3
SED 513	Science Teaching Methods for Secondary School	Methods of instruction, organization, and assessment of science for secondary and middle grade schools. This course, which focuses on the general content and pedagogy of secondary science, is aligned directly with the State of Arizona Professional Teaching Standards and InTASC Principles.	3
SED 514	Methods of Teaching Secondary Social Studies	The aim of social studies, according to the National Council for the Social Studies, is "the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life" in culturally diverse societies. Additionally, social studies is grounded in inquiry—inquiry of history, geography, economics, and civics/political science. In this course you will explore resources, design and implement instruction and assessments, and examine culturally sustaining pedagogies to prepare you for your present and future secondary social studies teaching.	3

6. REQUIRED SUPPORTING DOCUMENTS

(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

A. Statements of support from all deans

B. Impact statements of heads of impacted academic units (programs with similar names/content, utilizing courses, faculty, etc.). **(See APPENDIX IV)**

PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

APPENDIX I

OPERATIONAL INFORMATION FOR GRADUATE CERTIFICATES

(This information is used to populate the Graduate Programs Search website.)

1. **Proposed name of certificate:** Teacher Certification

2. **Marketing description** *(Optional - 50 words maximum. The marketing description should not repeat content found in the program description.)*

    Moment by moment, day by day and person by person, educators ignite minds and strengthen communities. Graduate programs at Mary Lou Fulton Teachers College offer a blend of classroom instruction and professional experiences that prepare you to ask the right questions, navigate uncertainty and make a difference.

3. **Provide a brief program description** *(Catalog type (i.e. will appear in Degree Search) – no more than 150 words. Do not include any admission or curriculum information)*

    The graduate certificate is a flexible alternative teacher certification pathway with tracks for elementary education and secondary education to meet the needs of graduate students who just want to obtain a teaching certificate in a compressed time frame. Through intentional course design, video-based teaching observations, and supportive coaching, the graduate certificate qualifies as an alternative pathway to teacher certification for full-time teachers on an Alternative Teaching certificate. Coursework may be completed over the span of two semesters.

4. **Delivery/Campus Information Options:** ASU Online only

5. **Campus(es) where program will be offered:**

    ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content
    Note: Office of the Provost approval is needed for ASU Online campus options.

    ☒ ASU Online only (all courses online and managed by ASU Online)

    All other campus or location options (please select all that apply):

    ☐ Downtown Phoenix ☐ Polytechnic ☐ Tempe ☐ West ☐ Other: _____

    ☐ **Both** on-campus **and** ☐ ASU Online* - (check applicable campus(es) from options listed above)

    *Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process

    If the certificate program is ground only, it will only be open to international students who are already enrolled in a degree program at ASU and they must complete the certificate before the degree is awarded. If this certificate is ground only, please indicate this in the additional application information below.

6. **Admission Requirements**

    An applicant must fulfill the requirements of both the Graduate College and the Mary Lou Fulton Teachers College.

    Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in any field from a regionally accredited institution.

    Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program, or applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in an applicable master's degree program.

All applicants must submit:

1. graduate admission application and application fee
2. official transcripts
3. professional resume
4. personal statement
5. proof of English proficiency

Additional Application Information

Applicants whose native language is not English must provide proof of English proficiency regardless of current residency.

The following are accepted to meet this requirement:

- Test of English as a Foreign Language (TOEFL): score of at least 90 on the internet-based test (iBT), with scores on the Speaking and Writing portions in the high "fair" - "Good" range (22-30). ASU's institutional code is 4007. Only electronic copies of scores are accepted.

- International English Language Testing System (IELTS): overall band score of at least 6.5 with Speaking and Writing portions needing to be at least 6.5 (6 = Competent User, 7 = Good User). No institutional code is needed.

The personal statement should describe the personal and professional goals that motivated applicant to apply to the graduate certificate, and explain what led the applicant to this career path and how they will excel as an educator. The admission committee pays particular attention to the quality of writing and ideas expressed in the personal statement. The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

The professional resume should be one to two pages and include relevant personal, professional, educational and community activities. The resume should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

Fingerprint clearance is required for enrollment in the first term of placement. Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Visit the DPS site for information on applying for and receiving your IVP fingerprint clearance card. For out-of-state students, confirmation of fingerprint clearance or a background check in the host state equivalent to IVP fingerprint clearance

7. **Application Review Terms (if applicable session):**

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
☒ Fall (regular) ☐ Session B	(year): 2021 (year):	July 1st October 1st
X Spring (regular) Session B	(year): 2022 (year):	December 1st February 8th
X Summer (regular)	(year): 2022	May 14th

> *Note: Session B is only available for approved online programs.*

Program admission deadlines website address: https://education.asu.edu/

8. **Curricular Requirements:**

Curricular Structure Breakdown for the Academic Catalog:
(To be completed by the Graduate College)

23 credit hours – Elementary Education Track
23 credit hours – Secondary Education Track

Required Core (8 credit hours)
TEL 502 Exploration of Education: Child/Adolescent Development and Foundations of Special Education (3)
TEL 510 Instructional Design, Planning and Assessment (2)
TEL 517 Creating Equitable Learning Environment: Decision Making and Action (3)

Education Tracks (11 credit hours)
Students choose one of the following tracks:

Elementary Education Track
EED 529 Science Methods and Assessment (2)
EED 536 Integrated Humanities (SS/Arts/ELA) Methods and Assessment (3)
EED 537 K-8 Mathematics Methods and Assessment (3)
TEL 531 Instructional Methods for Language and Literacy (3)

Secondary Education Track
SED 510 General Methods and Assessment (4)
TEL 532 Literacy Across the Disciplines (3)
Choose one:
SED 511 ELA Methods and Assessment (4), or
SED 512 Secondary Mathematics Methods and Assessment (4), or
SED 513 Science Teaching Methods for Secondary School (4), or
SED 514 Methods for of Teaching Secondary Social Studies (4)

Other Requirements (4 credit hours)
EED 571 or SED 571 Apprentice Teaching I (2), and
EED 574 or SED 574 Apprentice Teaching II (2), or
EED 578 Residency/Student Teaching in Elementary Education (2), or
SED 578 Residency/Student Teaching in Secondary Education (2)

Additional Curriculum Information
Students complete either EED 571 or SED 571, and EED 574 or SED 574, depending on track chosen.

9. **Keywords**: List all keywords that could be used to search for this certificate. Keywords should be specific to the proposed certificate – limit 10 keywords.

- alternative certification
- teacher certification
- alternative teaching certificate
- alternative path to certification

**PROPOSAL TO ESTABLISH A NEW
GRADUATE CERTIFICATE**

- Arizona teaching certificate
- Arizona teacher license

10. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

☐ Architecture & Construction	☐ Interdisciplinary Studies
☐ Arts	☐ Law & Justice
☐ Business	☐ Mathematics
☐ Communication & Media	☐ Psychology
☒ Education & Teaching	☐ STEM
☐ Engineering & Technology	☐ Science
☐ Entrepreneurship	☐ Social and Behavioral Sciences
☐ Health & Wellness	☐ Sustainability
☐ Humanities	

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

N/A

☐ Architecture & Construction	☐ Interdisciplinary Studies
☐ Arts	☐ Law & Justice
☐ Business	☐ Mathematics
☐ Communications & Media	☐ Psychology
☐ Education & Teaching	☐ STEM
☐ Engineering & Technology	☐ Science
☐ Entrepreneurship	☐ Social and Behavioral Sciences
☐ Health & Wellness	☐ Sustainability
☐ Humanities	

11. Contact and Support Information:

Office Location - Building Code & Room: (*Search ASU map*)	FAB 200
Campus Telephone Number: (may not be an individual's number)	877-326-6744
Program Email Address: (may not be an individual's email)	graduateeducation@asu.edu
Program Website Address: (if one is not yet created, use unit website until one can be established)	https://education.asu.edu/
Program Director (Name):	Gina Conner
Program Director (ASURITE):	gmconner
Program Support Staff (Name):	Melissa Rudd & Megan Gamarra

Program Support Staff (ASURITE):	merudd & malaubac
Admissions Contact (Name):	Melissa Rudd
Admissions Contact (ASURITE):	merudd

12. Application and iPOS Recommendations: List the Faculty and Staff that will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

NAME	ASURITE	ADMSN	POS
Melissa Rudd	merudd	Yes	Yes
Gina Conner	gmconner	Yes	Yes
Megan Gamarra	malaubac	No	Yes
Stacey Till	stilland	Yes	No

Cert in Teacher Certification

TE-Mary Lou Fulton Teachers College

Mission

The graduate certificate program allows students the option to be hired by a school district on an intern certificate and work as the teacher of record during the program. This two semester certificate program will provide students all of the required coursework and experiences to attain an institutional recommendation for teacher certification through the Arizona Department of Education for Elementary Education or Secondary Education. In alignment with National InTASC Core Teaching Standards, students will demonstrate knowledge, skills, and dispositions of effective teachers in the areas of learner-centered practices, learning design and environment, assessment, content, instructional practice, and professional responsibilities.

Students will also receive meaningful professional guidance from clinical instructors with years of K-12 classroom experience. Clinical instructors serve students in a dual role as both course instructors and supervisors in the field. This mentoring relationship makes it possible for ASU coursework to inform students' K-12 classroom instruction and brings students' day to day problems of practice into their ASU courses. Clinical instructors will conduct teaching observations through a combination of classroom visits and video-based observations to provide meaningful feedback across all performance areas. Students will engage with the clinical instructor, in guided cycles of reflection to continuously improve their instructional skills in the classroom.

Goals

This program is at the graduate level and will prepare educators to be eligible for teacher certification in elementary education (K-8) or secondary education (7-12). Graduates of our program will: a) design, implement, and assess effective learning environments for all learners; b) demonstrate responsibility for ongoing development as a professional educator by contributing to the improvement of themselves and the profession and advocating for all learners, families, and communities; and c) demonstrate the capacity to apply advanced knowledge and possibility thinking to practical challenges by imagining new solutions and creating positive change for all learners, families, or communities.

Outcome 1

Graduates of our program design, implement, and assess effective learning environments for all learners.

Concepts

Graduates understand how learners grow and develop, and how to design inclusive and equitable learning experiences and environments to meet a range of learner abilities and needs. Graduates understand individual learner differences, diverse cultures, and communities to enable all learners to meet high standards in inclusive and engaging environments. Graduates understand the content and structures of the discipline(s) she/he teaches and understand how to plan and implement instructional practices to assure learner mastery of the content. Further, graduates use multiple methods of assessment to inform instructional practices, to monitor learner progress, and to guide decision making.

Competencies

Graduates (professional educators) plan and implement effective instructional practices and decision making to create safe and equitable learning environments where all learners can acquire new knowledge and skills. As professionals, educators are expected to work with, share responsibility, and navigate change with colleagues and school leadership to improve student learning, school culture, and teacher efficacy. Educators see themselves as part of a collective unit and practice empathy, inter/intrapersonal awareness, and promote the resiliency of both the individual educator and the school community. Individuals collaborate to make decisions that affect the team and the students. Educators shelter time for co-planning, co-analysis of data, and cogenerative dialogue in service of meeting student needs.

Assessment Process

Research Instruments & When in Program
During each semester of the graduate certificate program, the NIET Aspiring Teacher Rubric (ATR) will be used to score teaching videos submitted by our students. According to NIET, "The ATR provides a streamlined set of performance indicators to be used with teacher candidates to define effective instruction. These 12 indicators, which are based on and aligned to NIET's research-based Teaching Standards Rubric, describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom. The descriptions within NIET's Aspiring Teacher Rubric create common language for observation, feedback, and support as well as foster collaboration between an aspiring teacher and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement." (2020). The Aspiring Teacher Rubric aligns with the NIET Teaching Standards and the InTASC Standards. Candidates are assessed through two Performance Assessments during EED/SED 574 and are provided feedback for each of the video observations.

The inquiry-based project rubric will be developed and validated by program faculty. This project is informed by the NCTM and Common Core Mathematics Standards. EED537 is in Semester 2 of the program, and SED 512 is in Semester 1 of the program.

Accreditation or Regulatory Bodies Involved
The design and development of the graduate certificate in teacher preparation integrated the core elements of high quality instruction based on the InTASC model core teaching standards (https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10) that are grounded in the current evidence base. Further, the program learning outcomes and aligned measures are designed to meet a 21st century vision of teaching to which we aspire as we work to transform our education system to meet the needs of all learners, including the academic and global skills necessary to navigate the world. These skills include problem solving, curiosity, creativity, innovation, communication, and interpersonal skills. Further, the program learning outcomes are aligned with ISTE standards (https://www.iste.org/standards/for-educators) to ensure educators are prepared to use technology in the classroom to empower and prepare PK-12 learners for the digital age. High Leverage Practices in Special Education (https://highleveragepractices.org/) are also integrated into the program learning outcomes to ensure evidence-based practices are at the forefront of our work as educators to promote inclusive and equitable learning environments.

Continuous Improvement
Our MLFTC Division 1 Continuous Improvement Topical Action Group (TAG) members and graduate program strategists will work collaboratively to develop processes for program faculty to use to examine the multiple outcomes articulated in the assessment plan over time, and will appraise the evidence collected for each outcome to determine progress towards overall goals. The Continuous Improvement TAG graduate program strategists will articulate specific questions that are crucial for the faculty to examine in order to inform improvements to program curriculum, instruction, and student support.

ASU Arizona State University

Measure 1

Students will be assessed during apprentice teaching (EED/SED 574, using the Aspiring Teacher Rubric (specifically in the indicator areas of "Environment" and "Engaging Students and Managing Behavior") measuring how they create and maintain inclusive, equitable learning environments that support individual and collaborative learning experiences, utilize high leverage practices, and foster critical thinking, active engagement, and well-being for all learners.

Performance Criterion 1

Ninety-percent of students in apprentice teaching (EED/SED 574) will score an average of 3 or higher, on two performance assessments, on the Aspiring Teacher Rubric in each indicator area of "Environment" and "Engaging Students and Managing Behavior".

Measure 2

Students will complete an inquiry-based project in either EED 537 or SED 512 to create learning experiences that address the central concepts, tools of inquiry, and structure of content disciplines to engage learners in accessible, relevant, and meaningful content to ensure critical thinking and mastery of the content.

Performance Criterion 2

Ninety-percent of students either EED 537 or SED 512 will perform within the upper two levels on all criteria of a faculty developed rubric (to be developed).

Outcome 2

Graduates of our program demonstrate responsibility for ongoing development as a professional educator by contributing to the improvement of themselves and the profession and advocating for all learners, families, and communities.

Concepts

Graduates understand their responsibility for the learning of all students and they perceive themselves as educational leaders from the start of their career and lead by advocating for every student's needs. Graduates understand how to use evidence to continually evaluate their own teaching practice and ethical practices as a professional educator. Graduates are committed to deepening understanding of potential biases and their impact on expectations and relationships with learners, families, and the school community. Graduates seek opportunities to draw upon current education policy and research as a means to continuously improve practice.

Competencies

Graduates seek professional growth and support for both the individual educator and the team as a whole through ongoing professional learning and use of evidence to continuously evaluate the impact of professional actions on learners and school stakeholders. As a result of continuous reflection, self-assessment, and decision-making, the educator adapts his/her practices to have a positive influence on student outcomes.

Arizona State University
Assessment Process

Research Instruments & When in Program

The Professional Growth Plan rubric will be developed and validated by program faculty. The Professional Growth Plan assignment is threaded through both semesters of the program and is informed by the National Institute for Excellence in Teaching to support the growth of new educators.

During each semester of the graduate certificate program, the NIET Aspiring Teacher Rubric (ATR) will be used to score teaching videos submitted by our students. According to NIET, "The ATR provides a streamlined set of performance indicators to be used with teacher candidates to define effective instruction. These 12 indicators, which are based on and aligned to NIET's research-based Teaching Standards Rubric, describe the key skills and abilities that aspiring teachers must have to be prepared for the classroom. The descriptions within NIET's Aspiring Teacher Rubric create common language for observation, feedback, and support as well as foster collaboration between an aspiring teacher and peers or faculty around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement." (2020). The Aspiring Teacher Rubric aligns with the NIET Teaching Standards and the InTASC Standards. Candidates are assessed through two Performance Assessments during EED/SED 574 and are provided feedback for each of the video observations.

Accreditation or Regulatory Bodies Involved

The design and development of the graduate certificate in teacher preparation integrated the core elements of high quality instruction based on the InTASC model core teaching standards (https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10) that are grounded in the current evidence base. Further, the program learning outcomes and aligned measures are designed to meet a 21st century vision of teaching to which we aspire as we work to transform our education system to meet the needs of all learners, including the academic and global skills necessary to navigate the world. These skills include problem solving, curiosity, creativity, innovation, communication, and interpersonal skills. Further, the program learning outcomes are aligned with ISTE standards (https://www.iste.org/standards/for-educators) to ensure educators are prepared to use technology in the classroom to empower and prepare PK-12 learners for the digital age. High Leverage Practices in Special Education (https://highleveragepractices.org/) are also integrated into the program learning outcomes to ensure evidence-based practices are at the forefront of our work as educators to promote inclusive and equitable learning environments.

Continuous Improvement

Our MLFTC Division 1 Continuous Improvement Topical Action Group (TAG) and graduate program strategists members will work collaboratively to develop processes for program faculty to use to examine the multiple outcomes articulated in the assessment plan over time, and will appraise the evidence collected for each outcome to determine progress towards overall goals. The Continuous Improvement TAG and graduate program strategists will articulate specific questions that are crucial for the faculty to examine in order to inform improvements to program curriculum, instruction, and student support.

ASU Arizona State University

Measure 1

Students will be assessed during apprentice teaching (EED/SED 574) using a faculty-developed rubric to assess students' Professional Growth Plan to measure performance using evidence and reflective practices in the areas of professional responsibility, educator identity, leadership, ethical conduct, and advocacy for equitable and inclusive practices.

Performance Criterion 1

Ninety-percent of students in apprentice teaching (EED/SED 574) will perform within the upper two levels on all criteria, specific to the Professional Growth Plan.

Measure 2

Students will be assessed during apprentice teaching (EED/SED 574) using the Aspiring Teacher Rubric, Professionalism and Ethical Behavior performance indicators to assess the application of expectations of the profession including applicable codes of ethics, professional standards of practice, and relevant law and policy.

Performance Criterion 2

Ninety-percent of students in apprentice teaching (EED/SED 574) will score an average of 3 or higher on the Aspiring Teacher Rubric Professionalism and Ethical Behavior. indicator area.

Outcome 3

Graduates of our program demonstrate the capacity to apply advanced knowledge and possibility thinking to practical challenges by imagining new solutions and creating positive change for all learners, families, or communities.

Concepts

Graduates understand major theories and research methods in education to apply in their practice as a professional educator. Graduates will expand their specialized knowledge and intellectual skills throughout the program. Essential areas of learning include broad, integrative knowledge and concepts from fields of study that bridge this knowledge and skills.

Competencies

Graduates are able to examine previous understandings and assumptions and articulate the impact of the local/cultural context, personal histories, and relevant experiences on problem(s) of practice. Graduates engage in iterative cycles of inquiry in collaborative educational contexts and systems to imagine new concepts, catalyze ideas, and form new solutions, guided by principles and research that create positive change for learners. Graduates are able to elucidate a relevant problem of practice in his/her own educational context and system informed by major theories, theorists, and/or frameworks.

Assessment Process

Research Instruments & When in Program
The Deep Dive/Literacy Inquiry and Proposal rubric will be developed and validated by program faculty. This assignment is based on current national content standards in English Language Arts and literacy. TEL 531 is in Semester 1 of the program, and TEL 532 is in Semester 2 of the program. The Curriculum Evaluation assignment rubric will be developed and validated by program faculty, informed by curriculum evaluation frameworks aligned with national content standards. EED537 is in Semester 2 of the program, and SED 512 is in Semester 1 of the program.

Accreditation or Regulatory Bodies Involved
The design and development of the graduate certificate in teacher preparation integrated the core elements of high quality instruction based on the InTASC model core teaching standards (https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10) that are grounded in the current evidence base. Further, the program learning outcomes and aligned measures are designed to meet a 21st century vision of teaching to which we aspire as we work to transform our education system to meet the needs of all learners, including the academic and global skills necessary to navigate the world. These skills include problem solving, curiosity, creativity, innovation, communication, and interpersonal skills. Further, the program learning outcomes are aligned with ISTE standards (https://www.iste.org/standards/for-educators) to ensure educators are prepared to use technology in the classroom to empower and prepare PK-12 learners for the digital age. High Leverage Practices in Special Education (https://highleveragepractices.org/) are also integrated into the program learning outcomes to ensure evidence-based practices are at the forefront of our work as educators to promote inclusive and equitable learning environments.

Continuous Improvement
Our MLFTC Division 1 Continuous Improvement Topical Action Group (TAG) members and graduate program strategists will work collaboratively to develop processes for program faculty to use to examine the multiple outcomes articulated in the assessment plan over time, and will appraise the evidence collected for each outcome to determine progress towards overall goals. The Continuous Improvement TAG and graduate program strategists will articulate specific questions that are crucial for the faculty to examine in order to inform improvements to program curriculum, instruction, and student support.

Measure 1

Students will be assessed during TEL 531/532 using a faculty-developed rubric for the Deep Dive/Literacy Inquiry and Proposal to examine previous understandings and assumptions and to articulate the impact of the local/cultural context, personal histories, and relevant experiences on problem(s) of practice.

Performance Criterion 1

Ninety-percent of students in either TEL 531/532 will perform within the upper two levels on all criteria of a rubric assessing the Deep Dive/Literacy Inquiry and Proposal.

Measure 2

Students will be assessed during SED 512/EED537 using a faculty-developed rubric for the Curriculum Evaluation assignment on their performance elucidating a relevant problem of practice in your own educational context and system informed by major theories, theorists, and/or frameworks.

Performance Criterion 2

Ninety-percent of students either SED 512/EED537 will perform within the upper two levels on all criteria of a rubric assessing the Curriculum Evaluation assignment.

APPENDIX III

Statements of Collaboration and Impact

Mary Lou Fulton Teachers College – Official Submission

From:	Yolanda Baca
To:	Curriculum Planning
Cc:	Angelia Linder
Subject:	Proposal to Establish Graduate Certificate
Date:	Tuesday, December 15, 2020 10:01:05 AM
Attachments:	MLFTC Grad Cert establishing graduate certificate, revised. 11.23.pdf
	MLFTC Grad Cert establishing graduate certificate, revised. 11.23.docx

Good morning,

Attached is a proposal to establish a graduate certificate (Teacher Certification) in the Division of Teacher Preparation.

Please let us know if you have any questions.

Thank you,
Yolanda

Yolanda Baca
Executive Coordinator
Arizona State University
Mary Lou Fulton Teachers College
(602) 543-6380, Mail Code 1252
Yolanda.Baca@asu.edu

![ASU Arizona State University logo]

The College of Liberal Arts and Sciences

From: Patrick Kenney <pkenney@asu.edu>
Sent: Monday, February 1, 2021 11:58 AM
To: Duane Roen <Duane.Roen@asu.edu>; Carole Basile (Dean) <Carole.Basile@asu.edu>; Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>; Steven Tepper (Dean) <Steven.Tepper@asu.edu>
Subject: Re: Request for Statement of Impact and Support

Carol, The College is supportive.

Thanks, Pat

Get Outlook for iOS

From: Carole Basile (Dean)
Sent: Monday, February 1, 2021 10:43 AM
To: Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>; Patrick Kenney <pkenney@asu.edu>; Steven Tepper (Dean) <Steven.Tepper@asu.edu>; Duane Roen <Duane.Roen@asu.edu>
Subject: FW: Request for Statement of Impact and Support

Hi all,

The Mary Lou Fulton Teacher College is requesting a Statement of Collaboration and Impact for the new proposed graduate certificate, Teacher Certification. As the attached description makes clear, this certificate program focuses on students intending to become teachers in Elementary Education and Secondary Education. While we have had these programs, this proposal moves them fully online locally and nationally (and hopefully, internationally).

Please include a statement describing the opportunity for cross-university collaboration and optimization presented by this new program. How will the new program provide opportunities or areas for growth within the university? In what area do you anticipate that there may be duplication of effort or negative impact on your college? Also include a statement of support (or not) for the

proposal.

If you have any questions, you can reach out to Nicole Thompson, Director of the Division of Teacher Preparation, NLThompson@asu.edu

Thanks so much,

Carole

New College of Interdisciplinary Arts and Sciences

From: Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>
Date: Monday, February 1, 2021 at 3:50 PM
To: Patrick Kenney <pkenney@asu.edu>, Duane Roen <Duane.Roen@asu.edu>, Carole Basile (Dean) <Carole.Basile@asu.edu>, Steven Tepper (Dean) <Steven.Tepper@asu.edu>
Subject: Re: Request for Statement of Impact and Support

Carole,

New College is also supportive and enthusiastic about the graduate certificate in Teacher Certification.

Best,
 Todd

Todd R. Sandrin, Ph.D.
Dean, New College of Interdisciplinary Arts and Sciences
Vice Provost, West campus
Professor, School of Mathematical and Natural Sciences
Senior Sustainability Scientist - Julie Ann Wrigley Global Institute of Sustainability

![ASU New College of Interdisciplinary Arts and Sciences]
Arizona State University

Instagram | **Twitter**

College of Integrative Sciences and Arts

From: Duane Roen <Duane.Roen@asu.edu>
Sent: Monday, February 1, 2021 11:15:37 AM
To: Carole Basile (Dean) <Carole.Basile@asu.edu>; Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>; Patrick Kenney <pkenney@asu.edu>; Steven Tepper (Dean) <Steven.Tepper@asu.edu>
Subject: RE: Request for Statement of Impact and Support

Carole,

CISA is happy to support your proposal for a graduate certificate in Teacher Certification.

For many reasons, I hope that if is wildly successful.

Let us know if CISA can help in any ways.

Best,
Duane

Duane Roen
Dean, College of Integrative Sciences and Arts
Vice Provost, Polytechnic campus
Arizona State University
Mail Code: 2780
7271 E Sonoran Arroyo Mall
Mesa, AZ 85212-6415
P: 480-727-1415

ARIZONA STATE UNIVERSITY

Herberger Institute for Design and the Arts

From: Steven Tepper (Dean) <Steven.Tepper@asu.edu>
Date: Monday, February 1, 2021 at 12:11 PM
To: Carole Basile (Dean) <Carole.Basile@asu.edu>
Subject: Re: Request for Statement of Impact and Support

We are fully supportive of the newly proposed graduate certificate.

The Herberger Institute looks forward to future collaboration, including extending and expanding the opportunities for teaching artists to become certified through this program.

Best,

Steven

Steven Tepper
Dean and Director
Foundation Professor
Herberger Institute for Design and the Arts

See our recent annual magazine – *Disrupt* – to learn more about how the Herberger Institute is transforming how artists and designers work in the world.

Fulton Schools of Engineering

Re: Request for Statement of Impact and Support

Carole Basile (Dean) <Carole.Basile@asu.edu>
Tue 2/2/2021 2:10 PM
To: Kyle Squires <squires@asu.edu>
Cc: Angelia Linder <Angelia.Linder@asu.edu>
Thanks Kyle. cb

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton Teachers College
P.O. Box 871811, Tempe, AZ 85281-1811
O: 480.965.3463 | M: 480.310.6887

From: Kyle Squires <squires@asu.edu>
Date: Tuesday, February 2, 2021 at 2:09 PM
To: Carole Basile (Dean) <Carole.Basile@asu.edu>
Subject: RE: Request for Statement of Impact and Support

Hi Carole,

Thanks for the info concerning the new proposed graduate certificate. No concerns from FSE. Good luck with
the submission.

-- Kyle

From: Carole Basile (Dean) <Carole.Basile@asu.edu>
Sent: Tuesday, February 2, 2021 1:09 PM
To: Kyle Squires <squires@asu.edu>
Subject: Re: Request for Statement of Impact and Support

Sorry Kyle, moving too fast. cb

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton Teachers College
P.O. Box 871811, Tempe, AZ 85281-1811
O: 480.965.3463 | M: 480.310.6887

From: Kyle Squires <squires@asu.edu>
Date: Tuesday, February 2, 2021 at 1:07 PM
To: Carole Basile (Dean) <Carole.Basile@asu.edu>
Subject: RE: Request for Statement of Impact and Support

Thanks Carole. Not sure there was an attachment - can you send again. - Kyle

ASU | ARIZONA STATE UNIVERSITY

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ASU EdPlus
ARIZONA STATE UNIVERSITY

MEMORANDUM

To: Meredith Toth
From: Erica Green
Date: November 2, 2020
Subject: Teacher Certification (Grad Cert)

Dear Meredith,

Congratulations!

The Teacher Certification graduate certificate has received support from Dean Phil Regier to be offered through ASU Online. This certificate must complete university governance reviews for formal approval. Please include this support memo along with your proposal submission when it is submitted formally to the university (to curriculumplanning@asu.edu) by your Dean or their designee.

Please note that in order to proceed with implementation, final approval must be supplied by the University Provost.

Once again, congratulations! We are excited to work with you on your new certificate.

Thank you!

Erica Green
Associate Director, Program and Portfolio Management
EdPlus at ASU
Arizona State University
Phone: (480) 884-0019
eggreen@asu.edu

CC: Shaun Beatty
        Sherman Dorn
        CurriculumPlanning@asu.edu