# Arkansas Tech University
## REQUEST FOR COURSE ADDITION

| | |
|---|---|
| TO: | Graduate Council |
| FROM (Initiating Department): | **Curriculum & Instruction** |
| DATE SUBMITTED: | 7/15/16 |

| Title | Signature | Date |
|---|---|---|
| Department Head<br>Dr. Tim Carter | | 8/11/16 |
| Dean<br>Dr. Mary Gunter | Mary B. Gunter | 8/11/16 |
| Teacher Education Council (if applicable)<br>Dr. Mary Gunter | | |
| Graduate Council (if applicable)<br>Dr. Mary Gunter | | |
| Registrar | | 8/12/16 |
| Vice President for Academic Affairs | | |

| Course Subject: (e.g., ACCT, ENGL) | Course Number: (e.g., 1003) | Effective Term: |
|---|---|---|
| **EDMD** | **5043** | ○ Spring ◉ **Summer I** |

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Foundations of Online Curriculum Design and Evaluation**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

**Found Online Curr Design Eval**

Will this course be cross-listed with another existing course? If so, list course subject and number.

○ Yes ◉ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ○ Yes ◉ No

Is this course repeatable for additional earned hours? ○ Yes ◉ No How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

| | | |
|---|---|---|
| ◉ 01 Lecture | ○ 02 Lecture/Laboratory | ○ 03 Laboratory only |
| ○ 05 Practice Teaching | ○ 06 Internship/Practicum | ○ 07 Apprenticeship/Externship |
| ○ 08 Independent Study | ○ 09 Readings | ○ 10 Special Topics |
| ○ 12 Individual Lessons | ○ 13 Applied Instruction | ○ 16 Studio Course |
| ○ 17 Dissertation | ○ 18 Activity Course | ○ 19 Seminar ○ 98 Other |

Does this course require a fee? ○ Yes ◉ No How Much? Select Fee Type

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Summer Terms

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

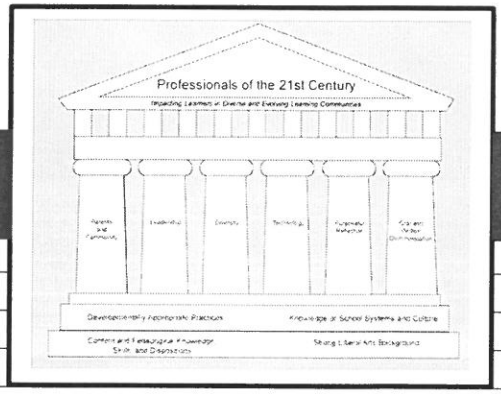
a. Course subject
b. Course nu mber
c. Catalog course title
d. Catalog d escription
   1. Arkansas C ourse Transfer System (ACTS) course number, if applicable
   2. Cross -listing
   3. Offered ( e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisi tes
   5. Co -requisites
   6. Descripti on
   7. N otes (e.g., information not in description such as course may be repeated for credit)
   8. Contac t Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees ( e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification /rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Computer with Internet access, free Google account, free Microsoft account, Microsoft Office, webcam with built-in microphone, and headphones.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **No**

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.




**EDMD 5043**
**Foundations of Online Curriculum Design and Evaluation**

| | |
|---|---|
| Instructor: | Dr. Rebecca Callaway |
| Office: | Crabaugh 206 |
| Phone: | 479-880-4332 |
| E-mail: | rcallaway@atu.edu |
| Meetings: | This is an online course, no face-to-face meetings |
| **Virtual Hours:** | **Hours for the virtual meetings are posted on Blackboard** |

## Information about this Course

### Catalog Description:

This course presents an overview of curriculum development & an introduction to the Instructional Systems Design Model. Participants will learn to design & evaluate curriculum, develop instructional materials, assess student learning & measure instructional outcomes for use in online classes for K-12. Topics include preparation of course outlines & syllabi, development of lessons plans, design of evaluation instruments and an explanation of how learning objectives & evaluation strategies affect the selection of content and materials.

### Textbook(s) and Readings

Due to the diverse and continuously changing nature of the technologies associated with this course there is no single text that addresses the sundry of topics contained within EDMD 4043/ EDMD 5043 Foundations of Curriculum Design and Evaluation. As a result, readings for this course are gathered from a variety of sources and provided totally online. You will find each of these readings within the sectional topics in each instructional module and all readings and activities will be available on Blackboard.

**Required materials:** Free Google account, Free Microsoft account, Microsoft Office, headphone, a webcam with a built-in microphone for multimedia production activities

### Course Objectives:

As a result of class activities, and independent projects, students should be able to:

1. To apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
2. To build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens (2, 4) (2, 3, and 4) [3, 4] (1, 2, 3, and 4).
3. To facilitate and monitor appropriate interaction among students (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).

4. To facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
5. To use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners (1, 2, 4) (2, 3, 4) [1, 4] (2, 3, 4).
6. To orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
7. To demonstrate awareness of different learning preferences, diversity, and universal design principles (2, 3, 4) (1, 3, 4) [1, 2, 3, 4] (2, 3, 4).
8. To create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures (1, 2, 3, 4) (1, 2, 3, 4) [1, 2, 3, 4] (2, 3, 4).

9. To create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).

**Objectives alignment with standard framework**

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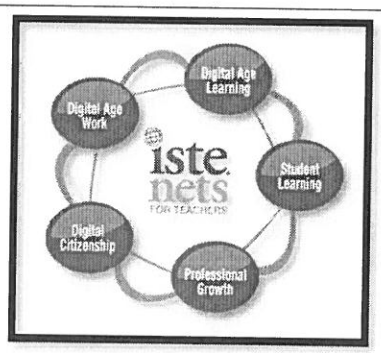
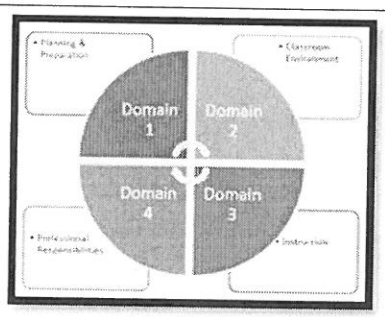
<tr><td> 
</td><td> 
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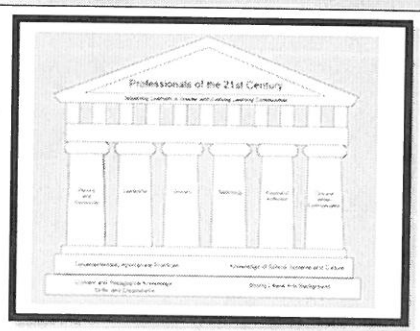
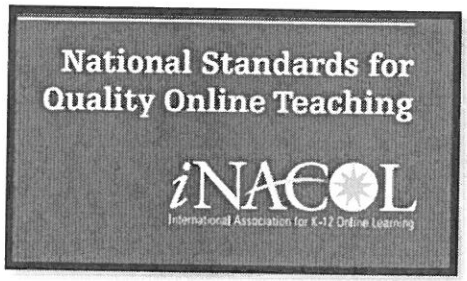
<tr><td> 
</td><td> 
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<tr><td>Conceptual Framework</td><td>INACOL</td></tr>
</table>

- (ISTE technology standards)
- (Framework for Teaching)

- [Conceptual Framework]
- (INACOL standards)

**Class attendance:**

This course is fully online and there are no face-to-face meetings.

**Contacting your professor:**

Although this course is online and there are no face-to-face meetings, the best way to contact me is via e-mails. Please contact me with any question related to this course and you should receive my response within 24 hours from the time I receive your e-mail. If you would like to talk to me in person, please, e-mail me with the issue, a phone number and a time during the Virtual Office Hours posted on Blackboard and I will call you.

**Class inactivity:**

Online course policies and courtesy would require the student's notifying her/his instructor(s) in case of inability to complete the course activities. Inability due to sickness, accident or death in the family should be explained to instructor by the student. Missing activities for more than five successive days which by their nature (such as an emergency) make it difficult for the student to contact her/his instructors, she/he may contact the Student Services Office, "Doc" Bryan Student Services Center, Room 233, (479.968.0239) to have instructors notified.

**Assignment Details**

Detailed information about assignments and how to complete them will be posted on Blackboard as we progress through the term.

**Assignments:**

One of the most challenging aspect of online courses is time management. Therefore, you need to manage your time with the class work effectively. This course is a 3-hour graduate course and students are expected to dedicate between 3-6 hours a week to complete the assignments (Depending on your prior knowledge working with technology). The assignments will be made available weekly. Each week has projects to be completed in seven days. Therefore, I recommend you to complete one project a day and not to wait to the end of the week.

Important note: One-day late assignment submission will result in one letter grade reduction. Letter grade reduction continues in increments for each additional day late.

You will be using the online and digital content extensively. All assignments will be posted in Blackboard and you are to turn in all assignments through Blackboard (Bb) unless directed otherwise. You also need to have access to Microsoft office.

As you review the course objectives and the readings, you will see that this course covers a wide variety of topics. Your completed assignments should reflect your understanding and mastery of these topics as they apply to the classroom. All topics and activities must be directly related to

educational/ instructional activities. If you are unsure as to whether or not a topic is acceptable... please ask!

As future teachers, you are expected to produce high quality professional work. Assignments that are not group work should be solely owned by you and should reflect your own individual and original work, Plagiarism and/or academic theft will not be tolerated.

If the assignment is to discuss a topic... you should be thinking 'how do this relate to the classroom, students and you as a teacher?' I expect much more than two sentences for your contribution to a discussion.

**Evaluations and Grading:**

This course follows university policy on incomplete grades and the grades will be determined by the following scale:

| | |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% and below |

**Students with Disabilities:**

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending ATU will be integrated as completely as possible into the University community. ATU does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but it does assume the responsibility for modifying campus facilities and procedures to accommodate individual needs where reasonable.

**University Testing & Disability Services**

Phone: (479) 968-0302 TTY Services: (479) 964-3290, http://utds.atu.edu.

**Academic integrity:**

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the university site for further information and the Student Conduct

**Organizing Theme:** Professionals of the 21st Century

**Tentative Course Topics for EDMD 5043 Foundations of Curriculum Design and Evaluation**

1. Cognition and learning
2. Developing cognitive, social and teaching presence online
3. Social Constructivist Theory and the Online Learning Environment
4. Building the course foundation: outcomes, syllabus and the course outline
5. Learning Management System and Course Webpages
6. Elements of an online course
7. Online learning tools: Communication, Course Tools, Portfolios, Course Map,
8. Characteristics of the online learner
9. Learning style and time management
10. Strategies for managing online course
11. Ethics in online learning
12. Copyright law and citation format
13. Computer protection and secure browsing
14. Course evaluation and feedback

**Course assignments for EDMD 5043 Foundations of Curriculum Design and Evaluation**

| Course assignments | Points |
|---|---|
| 1. Elements of online unit design | 200 points |
| 2. Online interaction (students-students, students-instructor, etc.) | 300 points |
| 3. develop an intervention plan for unsuccessful learners | 200 points |
| 4. Principles of universal design | 150 points |
| 5. Assessments validity and reliability in online learning environments | 150 points |

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

EDMD 5043

| **Our Mission** |
|---|
| Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners. |

| Provide an answer for each question. Your answers are to be typed single spaced. |
|---|
| |
| a. How does this course fit with the university mission? **EDMD 5043 Foundations of Online Curriculum Design and Evaluation** presents an overview of curriculum development & an introduction to the Instructional Systems Design Model. Participants will learn to design & evaluate curriculum, develop instructional materials, assess student learning & measure instructional outcomes for use in online classes for K-12. Topics include preparation of course outlines & syllabi, development of lessons plans, design of evaluation instruments and an explanation of how learning objectives & evaluation strategies affect the selection of content and materials. |
| b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable. |
| c. Provide up to three student learning outcomes students will achieve after completing this course? 1) students will develop instructional materials for use in online classes for K-12, 2) students will use learners' data to develop an intervention plan for struggling learners, 3) students will demonstrate awareness of different learning preferences, diversity and universal design principles |
| d. What assessment tool or measure will you use to assess student learning? Students will be involved in problem-based learning, using case methods and simulations, using case-based teaching and problem-based learning, using reflective judgment by reading and discussing complex, real-life scenarios, discussion-based teaching and handling controversial discussions in the classroom, experiential learning, hands-on work and e-portfolio. |
| e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will design a complete online learning unit that includes principles of universal design with an intervention plan for unsuccessful learners. |

| |
|---|
| f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Qualitative and quantitative data collected from graduate and undergraduate students indicate that this course is important to help them to apply sound curriculum design and the methods of course evaluation in face-to-face and online teaching environments. |
| g. How does this course fit in the current state of the discipline? This course provides students with essential skills to teach in the online environment. Similar courses are offered nationally by many universities through colleges of education. |

# Arkansas Tech University
## REQUEST FOR COURSE ADDITION

| | |
|---|---|
| TO: | Graduate Council |
| FROM (Initiating Department): | **Curriculum & Instruction** |
| DATE SUBMITTED: | 7/15/16 |

| Title | Signature | Date |
|---|---|---|
| Department Head<br>Dr. Tim Carter | | 8/11/16 |
| Dean<br>Dr. Mary Gunter | | 8/11/16 |
| Teacher Education Council (if applicable)<br>Dr. Mary Gunter | | |
| Graduate Council (if applicable)<br>Dr. Mary Gunter | | |
| Registrar | | 8/12/16 |
| Vice President for Academic Affairs | | |

| Course Subject: (e.g., ACCT, ENGL) | Course Number: (e.g., 1003) | Effective Term: |
|---|---|---|
| **EDMD** | **5053** | ○ Spring ◉ **Summer I** |

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Online Course Development with Multimedia**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

**Online Course Dev Multimedia**

Will this course be cross-listed with another existing course? If so, list course subject and number.

○ Yes ◉ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ○ Yes ◉ No

Is this course repeatable for additional earned hours? ○ Yes ◉ No How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

| | | |
|---|---|---|
| ◉ 01 Lecture | ○ 02 Lecture/Laboratory | ○ 03 Laboratory only |
| ○ 05 Practice Teaching | ○ 06 Internship/Practicum | ○ 07 Apprenticeship/Externship |
| ○ 08 Independent Study | ○ 09 Readings | ○ 10 Special Topics |
| ○ 12 Individual Lessons | ○ 13 Applied Instruction | ○ 16 Studio Course |
| ○ 17 Dissertation | ○ 18 Activity Course | ○ 19 Seminar ○ 98 Other |

Does this course require a fee? ○ Yes ◉ No How Much? Select Fee Type

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Summer Terms

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

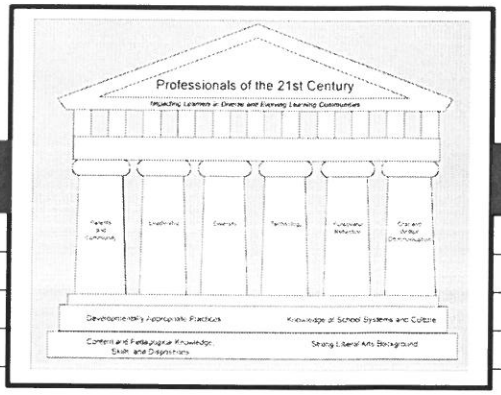
a. Course subject
b. Course nu mber
c. Catalog course title
d. Catalog d escription
   1. Arkansas C ourse Transfer System (ACTS) course number, if applicable
   2. Cross -listing
   3. Offered ( e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisi tes
   5. Co -requisites
   6. Descripti on
   7. N otes (e.g., information not in description such as course may be repeated for credit)
   8. Contac t Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees ( e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification /rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Computer with Internet access, free Google account, free Microsoft account, Microsoft Office, webcam with built-in microphone, and headphones.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **No**

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.




**EDMD 5053**
**Online Course Development with Multimedia**

| | |
|---|---|
| Instructor: | Dr. Mohamed Ibrahim |
| Office: | Crabaugh 104 |
| Phone: | 479-968-0203 |
| E-mail: | mibrahim1@atu.edu |
| Meetings: | This is an online course, no face-to-face meetings |
| **Virtual Hours:** | **Hours for the virtual meetings are posted on class Blackboard** |

## Information about this Course

### Catalog Description:

This course will introduce participants to study of the latest techniques and software to enhance the creation and design of online learning courses or programs. This class will present an overview of graphics, audio, video, Flash, and other multimedia used to develop online learning activities. This course will also introduce students to audio and video technologies, general multimedia tools and those specialized in accessing learners with disabilities. Participants will be introducing to the concepts of streaming vs. progressive download vs. download, different multimedia, streaming formats and illustrated audio.

**Prerequisites:** EDMD 5033 or approval of instructor.

**Textbook(s) and Readings:** Due to the diverse and continuously changing nature of the technologies associated with this course there is no single text that addresses the sundry of topics contained within EDMD 5053 Online Course Development with Multimedia. As a result, readings for this course are gathered from a variety of sources and provided totally online. You will find each of these readings within the sectional topics in each instructional module and all readings and activities will be available on Blackboard.

**Required materials:** Free Google account, Free Microsoft account, Microsoft Office, headphone, a webcam with a built-in microphone for multimedia production activities

### Course Objectives:

As a result of class activities, and independent projects, students should be able to:

1. Effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources (1, 2, 3, 4) (1, 2, 3, 4) [1, 2, 3, 4] (2, 3, 4).
2. Use communication technologies in a variety of mediums and contexts for teaching and learning (2, 3, 4) (1, 3, 4) [1, 2, 3, 4] (2, 3, 4).
3. Model and comply with intellectual property policies and fair use standards and reinforce their use with students (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).

4. Incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
5. Communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
6. Demonstrate awareness of different learning preferences, diversity, and universal design principles (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
7. Arrange media and content to help transfer knowledge most effectively in the online environment (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
8. Create assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on ways of learning (2, 4) (2, 3, and 4) [3, 4] (1, 2, 3, and 4).
9. Incorporate multimedia and visual resources into an online module (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).

- (ISTE technology standards)
- (Framework for Teaching)
- [Conceptual Framework]
- (INACOL standards)

**Objectives alignment with standard framework**

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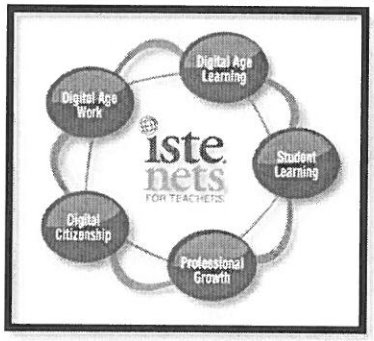
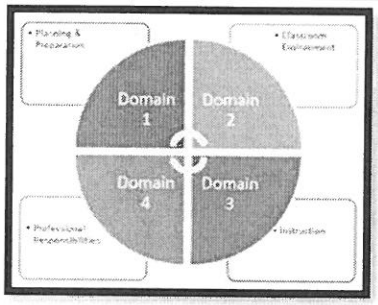
<tr><td> 
</td><td> 
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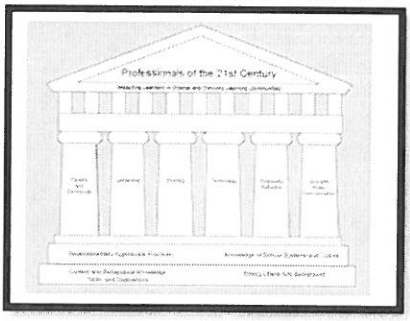
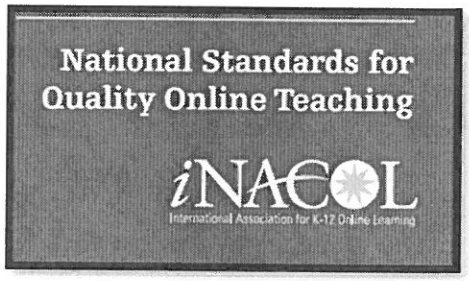
<tr><td> 
</td><td> 
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**Assignment Details**

Detailed information about assignments and how to complete them will be posted on Blackboard as we progress through the term.

**Assignments:**

One of the most challenging aspect of online courses is time management. Therefore, you need to manage your time with the class work effectively. This course is a 3-hour graduate condensed course and students are expected to dedicate between 2-3 hours a day to complete the daily assignments (Depending on your prior knowledge working with technology). The assignments will be made available weekly. Each week has five projects to be completed in seven days, except the third week has 4 projects only. Therefore, I recommend you to complete one project a day and not to wait to the end of the week.

Important note: One day late assignment submission will result in one letter grade reduction. Letter grade reduction continues in increments of every additional day.

You will be using the online and digital content extensively. All assignments will be posted in Blackboard and you are to turn in all assignments through Blackboard (Bb) unless directed otherwise. You also need to have access to Microsoft office.

As you review the course objectives and the readings, you will see that this course covers a wide variety of topics. Your completed assignments should reflect your understanding and mastery of these topics as they apply to the classroom. All topics and activities must be directly related to educational/ instructional activities. If you are unsure as to whether or not a topic is acceptable... please ask!

As future teachers, you are expected to produce high quality professional work. Assignments that are not group work should be solely owned by you and should reflect your own individual and original work, Plagiarism and/or academic theft will not be tolerated.

If the assignment is to discuss a topic... you should be thinking 'how do this relate to the classroom, students and you as a teacher?' I expect much more than two sentences for your contribution to a discussion.

**Evaluations and Grading:**

This course follows university policy on incomplete grades and the grades will be determined by the following scale:

| | |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% and below |

**Important:**

**Students with Disabilities:**

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending ATU will be integrated as completely as possible into the University community. ATU does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but it does assume the responsibility for modifying campus facilities and procedures to accommodate individual needs where reasonable.

**University Testing & Disability Services**

Phone: (479) 968-0302 TTY Services: (479) 964-3290, http://utds.atu.edu.

**Academic integrity:**

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the university site for further information and the Student Conduct

**Organizing Theme:** Teacher as Reflective Decision-Maker

| Tentative Course Topics for<br>EDMD 5053 Online Course Development with Multimedia |
|---|
| **Topics** |
| 1. Using vs. creating multimedia for online course |
| 2. Visual design online |
| 3. Graphic design |
| 4. Visual design and mobile devices |
| 5. Creating web 2.0 content |
| 6. How, why and where to find images in online |
| 7. How and why audio in online course |
| 8. Podcasting for online course |
| 9. Narrated slide shows |
| 10. How and why video in online course |
| 11. Sites and tools for video |
| 12. Creating a multimedia rich content |
| 13. When to avoid multimedia and web 2.0 tools |

| Course assignments for EDMD 5053 Online Course Development with Multimedia | |
|---|---|
| **Course assignments** | **Points** |
| 1. Fair use standards for online course design | 150 points |
| 2. Multimedia and learners' cogitation | 150 points |
| 3. Multimedia tools and resources for online course design | 300 points |
| 4. Multimedia for diverse learners | 200 points |
| 5. Incorporate multimedia and visual resources into an online module | 200 points |

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

EDMD5053

| **Our Mission** |
|---|
| Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners. |

| Provide an answer for each question. Your answers are to be typed single spaced. |
|---|
| |
| a. How does this course fit with the university mission? **EDMD 5053 Online Course Development with Multimedia** will introduce participants to study of the latest techniques and software to enhance the creation and design of online learning courses or programs. This class will present an overview of graphics, audio, video, Flash, and other multimedia used to develop online learning activities. This course will also introduce students to audio and video technologies, general multimedia tools and those specialized in accessing learners with disabilities. Participants will be introducing to the concepts of streaming vs. progressive download vs. download, different multimedia, streaming formats and illustrated audio. |
| b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable. |
| c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Students will integrate instructional technology tools that can extend the functionality of online learning units, 2) students will effectively use and incorporate subject-specific and appropriate technologies, tools, and resources to build an online learning environment, 3) students will incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to K-12 students. |
| d. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will design a Fair Use for online project, a multimedia and learners' cogitation paper, a portfolio of multimedia tools and resources, a multimedia for diverse learners analysis, and will design an online module using these tools. |
| e. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Qualitative and quantitative data collected from graduate and undergraduate students indicate that this course helped them in classroom teaching with technology Students. |

f. How does this course fit in the current state of the discipline? This course provides students with essential skills to teach in face-to-face and online. Similar courses are offered nationally by many universities through college of education.

# Arkansas Tech University
## REQUEST FOR COURSE ADDITION

| | |
|---|---|
| TO: | Graduate Council |
| FROM (Initiating Department): | **Curriculum & Instruction** |
| DATE SUBMITTED: | 7/15/16 |

| Title | Signature | Date |
|---|---|---|
| Department Head<br>Dr. Tim Carter | | 8/11/16 |
| Dean<br>Dr. Mary Gunter | Mary B. Gunter | 8/11/16 |
| Teacher Education Council (if applicable)<br>Dr. Mary Gunter | | |
| Graduate Council (if applicable)<br>Dr. Mary Gunter | | |
| Registrar | | 8/12/16 |
| Vice President for Academic Affairs | | |

| Course Subject: (e.g., ACCT, ENGL) | Course Number: (e.g., 1003) | Effective Term: |
|---|---|---|
| **EDMD** | **5063** | ○ Spring ◉ **Summer I** |

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

**Advanced Curriculum Design for the Online Classroom**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

**Adv Curr Design for Online**

Will this course be cross-listed with another existing course? If so, list course subject and number.

○ Yes ◉ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ○ Yes ◉ No

Is this course repeatable for additional earned hours? ○ Yes ◉ No How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

| | | |
|---|---|---|
| ◉ 01 Lecture | ○ 02 Lecture/Laboratory | ○ 03 Laboratory only |
| ○ 05 Practice Teaching | ○ 06 Internship/Practicum | ○ 07 Apprenticeship/Externship |
| ○ 08 Independent Study | ○ 09 Readings | ○ 10 Special Topics |
| ○ 12 Individual Lessons | ○ 13 Applied Instruction | ○ 16 Studio Course |
| ○ 17 Dissertation | ○ 18 Activity Course | ○ 19 Seminar ○ 98 Other |

Does this course require a fee? ○ Yes ◉ No How Much? Select Fee Type

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Summer Terms

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

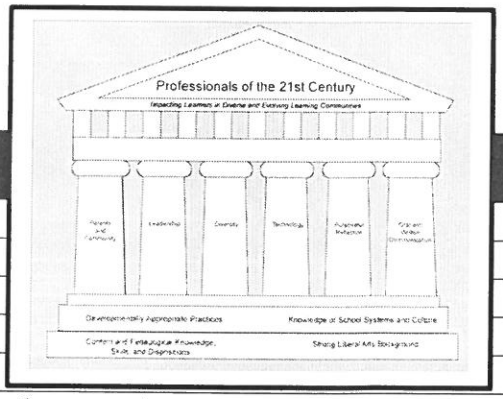
a. Course subject
b. Course nu mber
c. Catalog course title
d. Catalog d escription
   1. Arkansas C ourse Transfer System (ACTS) course number, if applicable
   2. Cross -listing
   3. Offered ( e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisi tes
   5. Co -requisites
   6. Descripti on
   7. N otes (e.g., information not in description such as course may be repeated for credit)
   8. Contac t Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees ( e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification /rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Computer with Internet access, free Google account, free Microsoft account, Microsoft Office, webcam with built-in microphone, and headphones.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **No**

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.




**EDMD 5063**
**Advanced Curriculum Design for the Online Classroom**

| | |
|---|---|
| Instructor: | Dr. Rebecca Callaway |
| Office: | Crabaugh 206 |
| Phone: | 479-880-4332 |
| E-mail: | rcallaway@atu.edu |
| Meetings: | This is an online course, no face-to-face meetings |
| **Virtual Hours:** | **Hours for the virtual meetings are posted on Blackboard** |

## Information about this Course

### Catalog Description:

This class examines elements of effective instructional design for the online learning environment. Students will learn how to create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods. This course will study the design of effective, reliable assessment techniques and evaluation models for online learning. The course is comprised of three major phases of the design process (Analysis, Design, and Development) that guide students through converting or developing course material for an online course.

Participants in this course will also create a capstone project focusing on their lessons from throughout the entire Teaching Online certificate program. This course will focus on student's progress and practical application to current or prospective work opportunities. Students will work collaboratively with an advisor before submitting their final project.

**Prerequisites:** EDMD 5033/ MAT 5703 or approval of instructor.

### Textbook(s) and Readings

Due to the diverse and continuously changing nature of the technologies associated with this course there is no single text that addresses the sundry of topics contained within EDMD 5063 Advanced Curriculum Design for the Online Classroom. As a result, readings for this course are gathered from a variety of sources and provided totally online. You will find each of these readings within the sectional topics in each instructional module and all readings and activities will be available on Blackboard.

**Required materials:** Free Google account, Free Microsoft account, Microsoft Office, headphone, a webcam with a built-in microphone for multimedia production activities.

### Course Objectives:

As a result of class activities, and independent projects, students will:

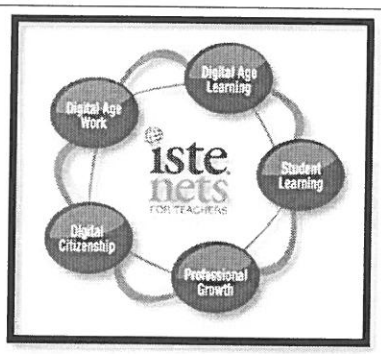
1. Use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer based learning, inquiry-based activities,

collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design) (1, 2, 3, 4) (1, 2, 3, 4) [1, 2, 3, 4] (2, 3, 4).

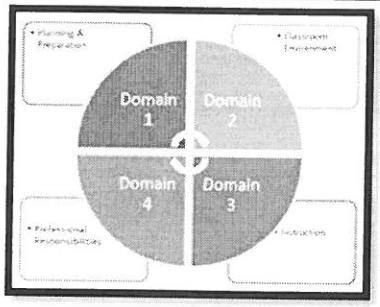
2. Apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom (2, 3, 4) (1, 3, 4) [1, 2, 3, 4] (2, 3, 4).
3. Establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
4. Develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
5. Create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards based learning goals.
6. Customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
7. Create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews) (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
8. Evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
9. Employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery (2, 4) (2, 3, and 4) [3, 4] (1, 2, 3, and 4).
10. Create opportunities for student self-assessment within courses (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
11. Modify and add content and assessment, using an online Learning Management System (LMS) (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
12. Create and modify engaging content and appropriate assessments in an online environment (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).
13. Review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis (1, 2, 3) (1, 2, 4) [2, 3, 4] (2, 4).

- (ISTE technology standards)
- (Framework for Teaching)
- [Conceptual Framework]
- (INACOL standards)

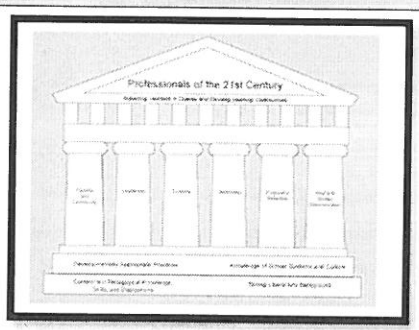
**Objectives alignment with standard framework**



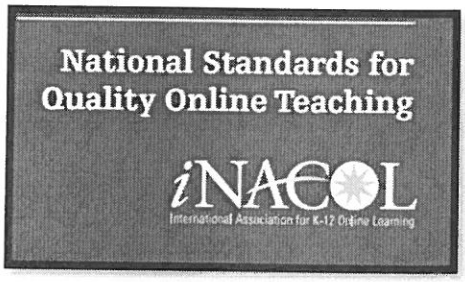

ISTE




Framework for Teaching




Conceptual Framework




INACOL

**Class attendance:**

This course is fully online and there are no face-to-face meetings.

**Contacting your professor:**

Although this course is online and there are no face-to-face meetings, the best way to contact me is via e-mails. Please contact me with any question related to this course and you should receive my response within 24 hours from the time I receive your e-mail. If you would like to talk to me in person, please, e-mail me with the issue, a phone number and a time during the Virtual Office Hours posted on Blackboard and I will call you.

**Class inactivity:**

Online course policies and courtesy would require the student's notifying her/his instructor(s) in case of inability to complete the course activities. Inability due to sickness, accident or death in the family should be explained to instructor by the student. Students missing activities for more than five successive days (such as in an emergency) and would have difficulty contacting her/his instructors, may contact the Student Services Office at (479.968.0239) to have instructors notified. Note: Extended class inactivity without contacting the instructor may result in the student being warned, then dropped from the course due to lack of participation/attendance.

**Assignment Details**

Detailed information about assignments and how to complete them will be posted on Blackboard as we progress through the term.

**Assignments:**

One of the most challenging aspect of online courses is time management. Therefore, you need to manage your time with the class work effectively. This course is a 3-hour graduate condensed course and students are expected to dedicate between 2-3 hours a day to complete the daily assignments (depending on your prior knowledge and experience working with technology). The assignments will be made available weekly. Each week has five projects to be completed in seven days, except the third week has 4 projects only. Therefore, I recommend you to complete one project a day and not to wait to the end of the week.

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If the assignment is to discuss a topic... you should be thinking 'how do this relate to the classroom, students and you as a teacher?' I expect much more than two sentences for your contribution to a discussion.

**Evaluations and Grading:**

This course follows university policy on incomplete grades and the grades will be determined by the following scale:

| | |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
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| | |
|---|---|
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**Organizing Theme:** Professionals of the 21st Century

**Tentative Course Topics for**
**EDMD 5063 Advanced Curriculum Design for the Online Classroom**

| Topics |
|---|
| 1. Introduction to online course design |
| 2. Visual design for online learning |
| 3. Intellectual property |
| 4. Engaging the online learner |
| 5. Challenges for students in an online course |
| 6. Activities and tools: working collaboratively and independently |
| 7. Resources to engage online learners |

8. Challenges in evaluation of online teaching and learning
9. Design of course assessments and sequence
10. Assessment and feedback in online course
11. Course evaluation
12. Formative evaluation
13. Summative evaluation

**EDMD 5063 Advanced Curriculum Design for the Online Classroom**

| Course Design Assignments (Capstone Project) | Points |
|---|---|
| 1. Course introduction: goal, objectives, Prerequisites, Requirements, Content, materials | 100 points |
| 2. Course material section: Multiple Means of Representation: Project incorporates elements from the UDL framework (video, website, educreations, voicethread, text, documents) | 200 points |
| 3. Multiple Means of Action and Expression: Project incorporates at least 6 elements from this area of the UDL framework (Different ways to assess and evaluate students) | 100 points |
| 4. Multiple Means of Engagement: Project incorporates at least 6 elements from this area of the UDL framework (Different ways to encourage your students to interact with the learning materials) | 100 points |
| 5. Multimedia Elements: Project contains a wide variety of graphic elements: embedded videos, pictures, hyperlinks, clip art, etc. | 100 points |
| 6. Collaboration element: discussion (Discussion board), Wiki | 100 points |
| 7. Unit assessment: Online quiz, minimum, Unit grading rubric, project-based assessment | 100 points |

**Arkansas Tech University**

**Course Addition**

**Assessment Form**

EDMO5063

| **Our Mission** |
|---|
| Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners. |

| Provide an answer for each question. Your answers are to be typed single spaced. |
|---|
| |
| a. How does this course fit with the university mission? **EDMD 5063 Advanced Curriculum Design for the Online Classroom** will examines elements of effective instructional design for the distance learning environment. Students will learn how to create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods. This course will study the design of effective, reliable assessment techniques and evaluation models for online teaching. The course is comprised of three major phases of the design process (Analysis, Design, and Development) that guide students through converting or developing course material for an online course. |
| b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable. |
| c. Provide up to three student learning outcomes students will achieve after completing this course? Students will be able to 1) students will create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods. |
| d. What assessment tool or measure will you use to assess student learning? Portfolio review |
| e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will create an online course design unit project that considers UDL principles following the UDL framework with specific applications along with an online unit assessment. |
| f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. Several qualitative and quantitative data collected from graduate and undergraduate students indicate that this course is important to help them to develop curriculum design for the online classroom. |

g. .How does this course fit in the current state of the discipline? This course provides students with essential skills to teach in face-to-face and online. Similar courses are offered nationally by many universities through college of education.

# Arkansas Tech University
## PROPOSAL FOR NEW PROGRAM

| | |
|---|---|
| TO: | **Graduate Council** |
| FROM (Initiating Department): | **Curriculum and Instruction** |
| DATE SUBMITTED: | 07/15/2016 |

| Title | Signature | Date |
|---|---|---|
| Department Head<br>**Dr. Tim Carter** | | 8/11/16 |
| Dean<br>**Dr. Mary Gunter, College of Education Dean** | | 8/11/16 |
| Teacher Education Council (if applicable) | | |
| Graduate Council (if applicable)<br>**Dr. Mary Gunter, Graduate Dean** | | |
| Registrar<br>**Ms. Tammy Weaver** | | 8/12/16 |
| Vice President for Academic Affairs<br>**Dr. Mohamed Abdelrahman** | | |

| | |
|---|---|
| Program Title:<br>Certification for Online Teaching | CIP Code: |
| Contact Person:<br>Name: **Dr. Rebecca Callaway**<br>Institution Name: **Arkansas Tech University**<br>Address: **1310 N El Paso Ave. Russellville, AR 72801**<br>E-mail Address: **rcallaway@atu.edu**<br>Phone Number: **479-880-4332** | Proposed Date:<br>06/01/2017, Summer 2017 |

Program Summary:

**The proposed 12-hour program includes coursework in Curriculum and Instruction, specifically educational media, that prepares licensed teachers interested in teaching online. Gearon (2016) states, "certificates can be good options for adults who want to continue their education without devoting the time and money it takes to complete a master's degree." This program will also provide an additional skillset for graduate students working toward teacher licensure. The proposed program is designed to fill the gap between pedagogical knowledge, content knowledge and the online teaching environment. The 12 proposed hours for the online teaching certificate will be comprised of the following courses:**

**EDMD 5033/MAT 5703 – Introduction to Instructional Technology**

**EDMD 5043 – Foundations of Curriculum Design and Evaluation**
**EDMD 5053 – Online Course Development with Multimedia**
**EDMD 5063 – Advanced Curriculum Design for the Online Classroom**

**EDMD 5033/ MAT 5703 - Introduction to Instructional Technology is currently offered. The three additional courses are new courses.**

Proposed Costs:
**Existing faculty will teach in the program. All resources required to implement the proposed program are in place. There will be no new administrative costs.**
**No new full-time faculty costs are anticipated. There will be no new instructional equipment costs as this program will be offered completely online.**

**Library Resources:**

**Databases**:
Academic Search Complete
Education Source
ERIC
Proquest Central
Proquest Education Journals
PsycArticles
PsycINFO

**Books: (Sampling of titles for Teaching Online)**
*Conquering the Content A Blueprint for Online Course Design and Development (2014)*
*Developing Online Learning Environments (2013)*
*Inclusive and Adaptive Teaching: Meeting the challenge of diversity in the classroom (2013)*
*Lessons from the Virtual Classroom: The Realities of Online Teaching (2013)*
*Minds Online: Teaching Effectively with Technology (2014)*
*Pedagogical Models: The Discipline of Online Teaching (2011)*
*Teaching on the Education Frontier: Instructional Strategies for Online and Blended Classrooms Grades 5-12 (2013)*
*Teaching Online: A Practical Guide (2010)*

**Journals**:

British Journal of Educational Technology
Learning and Leading with Technology
TOJET: Turkish online Journal of Educational Technology

List existing degree programs that support the proposed program:
Master of Arts in Teaching
Master of Education in Teaching, Learning, and Leadership
Master of Education in Instructional Technology

Need for the Program: **The Teacher Center Coordinators from the education cooperatives at Branch, ORU, and Arch Ford reported in our recent P-20 collaboration that an online teaching certificate would be beneficial for us to offer due to the numbers of high schools that are beginning to offer or that are preparing to offer online and/or hybrid courses. In agreement with this information from the educational cooperatives, the Arkansas Department of Education shared with us that Virtual Arkansas is an active employer of Arkansas teachers to conduct online classes in our state. Currently, there is only one program (UCA –Certificate for Instructional Technology-Distance Learning) that prepares teachers to teach in online settings such as Virtual Arkansas. In addition, the Arkansas Department of Education reports an increase in online charter schools in our state. These online teaching environments will benefit from potential teaching candidates who have received training in effective online teaching methods and approaches. Such schools include the Springdale School of Innovation and the Fayetteville Virtual Academy. The online and hybrid opportunities in future educational settings may continue to increase contingent upon the success of Virtual Arkansas, the Springdale School of Innovation, the Fayetteville Virtual Academy, and other such efforts. Preparing teachers for teaching in the online environment, with an accompanying online teaching certificate from Arkansas Tech University, would fill a growing need in our state.**

Curriculum Outline by Semester
**All courses will be offered online during the Summer term. Thus, a student could complete the entire program in one summer session.**

| Total number of Semester Hours Required for Graduation: | Courses currently offered via distance technology: |
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| **12 hours** | **EDMD 5033/ MAT 5703 – Introduction to Instructional Technology** |

List New Courses (Please attach New Course Proposals):
**EDMD 5043 – Foundations of Online Curriculum Design and Evaluation**
**EDMD 5053 – Online Course Development with Multimedia**
**EDMD 5063 – Advanced Curriculum Design for the Online Classroom**

Identify General Education Courses, **Core Courses**, and Major Courses:
**EDMD 5033/ MAT 5703**
**EDMD 5043**
**EDMD 5053**
**EDMD 5063**

Program Admission Requirements:

1. **Admission to Graduate College,**
2. **Licensed teacher or successful completion of Praxis I.**

**Students pursuing the Online Teaching certificate and *not* the master's degree in the College of Education will be a "non-degree seeking" graduate student."**
**Students admitted into the C & I's Master of Education in Instructional Technology can work toward earning the certificate simultaneously with the MEd degree in Instructional Technology. EDMD 5033 is currently required in the Master of Education in Instructional Technology program. The additional nine hours for the Online Teaching certificate would count as required electives for the degree.**

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| **Students admitted into the C & I's Master of Arts in Teaching can work toward earning the certificate simultaneously with the MAT degree; completing MAT 5703 as a requirement for the degree and nine elective hours for a total of 45 hours.**<br>**Students admitted into the CLL's Master of Education in Teaching, Learning, and Leadership can work toward earning the certificate simultaneously with the MEd degree; for a total of 48 hours.**<br>**Admission for the certificate program will be rolling admission with new students being admitted every semester.** |
| Attach the New Program Assessment Form. |
| List the names and credentials of all faculty teaching course in the proposed program.<br>**Dr. Rebecca Callaway**<br>**Dr. Mohamed Ibrahim** |
| Total number of faculty required (existing and new)<br>**2** |

Description of Resources

1. **Please refer to library resources section of this document.**
2. **The College of e-Tech assists faculty members and the design and development of online courses. Students and faculty may receive support from the 24-hour helpline provided by the Office of Information Systems. The program will use the updated Blackboard platform that already exists. Students have access to library and other web-based resources via their Identification and Password as an ATU student. The two faculty members teaching these courses are both instructional design and technology experts with a number of international, national, regional, and state publications and/or presentations providing a strong human resource foundation for the program.**

Current Library and instructional facilities

**The current library is the Ross Pendegraft Library. Instructional facilities for the College of Education take place in Crabaugh Hall, and Tomlinson Hall. However, all classes for the proposed program will be online.**

New Resources Required (include costs and acquisition plan):

**None**

New Program Costs (Expenditures for first three years of program operation)

Include:

New administrative costs: **None**

New faculty: **None**

New library resources and costs: **None**

New/renovated facilities and costs: **None**

New instructional equipment and costs: **None**

Distance delivery costs: **None**

Other new costs: **None**

Detail Marketing Plan, Strategies, and Costs:

**E-mails will be sent to current students and alumni, informing them of the new addition of the certificate--$0 cost.**

**Listing of the certificate on professional association websites and list-serves--$0 cost.**

**Revision of the C & I recruitment flyer, to include the certificate option. —cost TBA.**

**Arkansas Tech University**

**Proposal for New Program Assessment Form**

| Our Mission |
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| Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners. |

| Provide an answer for each question. Your answers are to be typed single spaced. |
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| a. How does this proposal for the new program fit with the university mission? **The Certificate for Online Teaching will provide K-12 teachers with the knowledge and skill to teach effectively online. This certificate will provide K-12 teachers with an alternative to the traditional school environment.** |
| b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. **N/A** |
| c. How will this new program enhance learning for students enrolled in the program? **This will provide skills that are not a part of our current teacher education program. As more and more school districts offer online classes the need for quality teachers trained to teach in the online environment will increase. This certificate program was built upon the iNACOL (International Association for K-12 Online Learning) Standards for Quality Online Teaching and the Standards for Quality Online Courses.** |
| d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? **Students will design a complete online learning unit, design online units with integrated technology tools and multimedia, and create a capstone portfolio project consisting of detailed online units and assessment methods.** |
| e. Provide an example or examples of assessment evidence which supports adding this new program. **The Teacher Center Directions from the education cooperatives at Branch, ORU, and Arch Ford reported in our recent P-20 collaboration that an online teaching certificate would be beneficial for us to offer due to the numbers of high schools that are beginning to offer or that are preparing to offer online and/or hybrid courses. In agreement with this information from the educational cooperatives, the Arkansas Department of Education shared with us that Virtual Arkansas is an active employer of Arkansas teachers to conduct online classes in our state. In addition, the Arkansas Department of Education reports an increase in online charter schools in our state. These online teaching environments will benefit from potential teaching candidates who have received training in effective online teaching methods and approaches.** |
| f. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide |

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| | comparative examples from regional educational institutions. **The University of Central Arkansas offers a similar program, a certificate program in Instructional Technology-Distance Learning. The proposed certificate program would be completely online and scheduled so that students could complete the certificate program in one summer term.** |
| g. | Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **See next page.** |

| Arkansas Tech University |
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| Continuous Improvement Plan |
| Annual Assessment Cycle |
| Academic Cycle: New Program Proposal |
| Program: Online Teaching Certificate |

| Program Objectives/Standards (align with mission) | Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified) | Courses (program core) | Means of Assessment (direct and indirect measures) | Criteria for Success (performance standard) |
|---|---|---|---|---|
| PO1: Students will demonstrate the ability to design Online learning units | LO1: Students will develop instructional materials for use in online classes for K-12<br><br>LO2: Students will use learners' data to develop an intervention plan for struggling learners<br><br>LO3: Students will demonstrate awareness of different learning preferences, diversity, and universal design principles<br><br>LO4: Students will create and implement assessments in online learning environments | EDMD 5043 Foundations of Online Curriculum Design and Evaluation | Design a complete online learning unit Portfolio | High Pass 92-100% Pass 82-91% |

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|---|---|---|---|---|
| PO2: Students will demonstrate the ability to integrate technology tools into online learning environments | LO1: Students will integrate instructional technology tools that can extend the functionality of online learning units<br><br>LO2: Students will effectively use and incorporate subject-specific and appropriate technologies, tools, and resources to build an online learning environment<br><br>LO3: Students will Incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to K-12 students | EDMD 5033 Introduction to Instructional Technology<br><br>EDMD 5053 Online Course Development with Multimedia | Design online units with integrated technology tools and Multimedia Portfolio | High Pass 92-100% Pass 82-91% |
| PO3: Students will demonstrate the ability to develop online unit with assessments that meet standards-based learning goals | LO1: Students will create tailored instructional models based on course objectives, target audience, subject matter content, class management and assessment methods | EDMD 5063 Advanced Curriculum Design for the Online Classroom | Create a capstone project consisting of online unit and assessment methods Portfolio | High Pass 92-100% Pass 82-91% |