

OFFICE OF QUALITY PROFESSIONALS & SPECIAL SCHOOLS
Summary of State Board of Education Agenda Items
May 16-17, 2013

OFFICE OF EDUCATOR LICENSURE

17. Approval of Proposal from Mississippi State University to Accept TKT 4473/6473 as an Approved Course for Fulfilling Requirements of an Online Learning Workshop, Module, or Course, as required by Career and Technical Licensure Guidelines as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

Mississippi State University's Department of Instructional Systems and Workforce Development has developed a methods course, TKT 4473/6473, which is specifically designed to meet the requirements of an online certification course for career and technical licenses. Currently, almost all CTE teacher licenses include the requirement that an "applicant must successfully complete certification for an online learning workshop, module, or course that is approved by the Mississippi Department of Education (MDE)."

After review of the proposal and course syllabus by MDE's Office of Career and Technical Education and external reviewers, the proposal is being presented for recommendation of approval.

Recommendation: Approval

Backup material attached



MISSISSIPPI STATE
UNIVERSITY™

DEPARTMENT OF INSTRUCTIONAL SYSTEMS AND WORKFORCE DEVELOPMENT
Box 9730

MISSISSIPPI STATE, MISSISSIPPI 39762-9730

February 14, 2013

TELEPHONE: 662-325-2281

FAX: 662-325-7599

Ms. Cindy Coon
Office of Licensure
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Ms. Coon:

Subject: Request to Approve Proposed TKT 4473/6473 Methods of Teaching Online as Methods Course for Certification to Teach Online Required of All CTE Licenses

As department head of the Department of Instructional Systems and Workforce Development at Mississippi State University, I am requesting that the new proposed methods course TKT 4473/6473 Methods of Teaching Online be accepted as an online certification course required for all career and technical licenses. The attached syllabus shows that the methods course includes learning objectives related to teaching online. This course will be presented to the College and University curriculum committees this spring with anticipated approval to offer in summer 2013. Upon your approval, teachers enrolled this summer would be able to fulfill this requirement.

Should you have questions, please call me at 662-325-7258. We are very excited about offering this endorsement opportunity for our Mississippi teachers, and I look forward to receiving your approval of this course.

Sincerely,

Dr. Connie M. Forde
Professor/Department Head

Attachment: Course Syllabus for TKT 4473/6473 Methods of Teaching Online

c Ms. Jean Massey
Dr. Mike Mulvihill
Dr. Teresa Jayroe

COURSE SYLLABUS

TKT 4473/6473

Methods of Teaching Online

Credit: 3 semester hours

Instructor of Record:

Dr. Joanne Beriswill

Catalog Description:

Three hours lecture. A study of objectives, materials, and methods appropriate for teaching online.

Objectives:

1. To develop an understanding of the history, development and research on online teaching and learning.
(INTASC #1; CFPO #3)
2. To develop an understanding of the competencies needed to teach online education and be able to demonstrate these competencies successfully.
(INTASC #1; CFPO #3)
3. To develop an understanding of the principles of online education. (INTASC #1-9; CFPO #2, 3, 6, 8-12)
4. To develop an awareness of diverse needs, interests, and abilities of students and provide for those in an online environment. (INTASC #1-8; CFPO #2, 3, 9-12)
5. To interpret minimum specifications of hardware and demonstrate proper procedures used to install hardware/software, manage, and troubleshoot in an online environment.
(INTASC #1; CFPO #3, 11)
6. To demonstrate effective use of technology tools for the design and delivery of online education. (INTASC #1, 6; CFPO #3, 5)
7. To demonstrate effective collaboration and community building in online education.
(INTASC #1, 6; 10; CFPO #3, 5)
8. To understand the special issues in online education. (INTASC #1, 7; CFPO #3)
9. To apply the self-actualization process in developing dispositions necessary to be successful as a classroom teacher. (INTASC #9, 10; CFPO #1, 5)

10. To understand the role of professional associations as they apply to professional development in the area of online education.
(INTASC # 9, 10; CFPO #1)
11. To demonstrate effective design and teaching by modeling micro-lessons in the online environment.
(INTASC #1,-8; CFPO #2, 3, 5, 7, 8, 10-12)
12. To demonstrate knowledge of appropriate assessment in the online environment.
(INTASC # 8; CFPO #3, 4, 10, 11)

Topics to be Covered:

1. Licensure requirements (MDE, 2008) (1 hour)
2. Overview of online education (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (2 hours)
 - a. What is online education?
 - b. History and development of online education
3. Principles of Effective Online Instruction (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (3 hours)
 - a. Learner-centeredness
 - b. Choosing instructional strategies
 - c. Choosing assessment strategies
4. Tools for Teaching Online (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (5 hours)
 - a. Factors to consider when selecting tools
 - b. Tools for delivering instruction online
 - c. Tools for designing instructional elements
 - d. Aligning tools to learner-centered attributes
5. Collaboration and Community Building (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (4 hours)
 - a. What is online community?
 - b. Strategies for building community
 - c. Strategies for online collaboration
 - d. Managing collaborative activities
 - e. Assessing collaboration and community-building activities

6. Facilitating Effective Online Discussions (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (3 hours)
 - a. Rationale for using discussion forums
 - b. Preparing for online discussion
 - c. Facilitating effective online discussions
 - d. Assessing online discussions
7. Designing Quality Online Lessons (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (10 hours)
 - a. Planning lessons for online delivery
 - b. Managing your course site
 - c. Lesson design
 - d. Incorporating digital mediaBo
 - e. Assessment
8. Creating and maintaining an online gradebook (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (3 hours)
9. Supporting Learners with Special Needs (Rice, 2012) (4 hours)
 - a. Characteristics of successful online learners
 - b. Support for learners with special needs
 - c. Identify students with special needs
 - d. Differentiating instruction for struggling students
 - e. Types of learning difficulties and Tier I and II Intervention
 - f. Accessibility, assistive technology, and Tier III accommodations
10. Characteristics of Effective Online Teachers (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (2 hours)
11. Special Concerns in Online Education (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (3 hours)
 - a. Digital citizenship
 - b. Digital literacy
 - c. Digital gap
12. Copyright and Fair Use (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (1 hour)
13. Research, Trends, Issues in Online Education (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (4 hours)
 - a. Trends
 - b. Issues

Suggested Student Activities:

1. The student will complete the Blackboard tutorial as he/she creates their own site.

2. The student will complete assignments and quizzes to show mastery of content.
3. The student will plan a unit of instruction with online pedagogy and deliver online. Include communication and collaboration for effective instruction.
4. The student will develop materials and assessments to support their online unit.
5. The student will complete daily assignments including researching and preparing annotated bibliography, evaluating his/her own teaching delivery and that of other students, etc.

Methods of Instruction:

Instructional methods will include teacher and student active components. Lecture, discussion, demonstration, projects, project-based learning, cooperative learning will all be used. Students will apply learning by creating a unit plan and teaching one of the lesson plans. Technology required for design and delivery in online education will be infused throughout the course.

Graduate Assignments:

Graduate students will complete a ten-page research paper on a contemporary topic related to online education as approved by the instructor. Graduate students will present the paper to the class.

Evaluation of Student Progress:

Undergraduates:

Quizzes and exams	20%
Blackboard assignments (tutorial)	20%
Unit/lesson plan/delivery/critique	20%
Unit/lesson materials and assessment	20%
Daily assignments	20%

Graduates:

Quizzes and exams	20%
Blackboard assignments (tutorial)	20%
Unit/lesson plan/delivery/critique	15%
Unit/lesson materials and assessment	15%
Daily assignments	20%
Graduate research assignment	10%

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D

Instructional Technology Statement: Instructional technology is used to prepare materials for the course including lesson plans, instructional aids, projects, journals, etc. In delivering the lesson, students learn to use electronic presentation technology, the SmartBoard, the document camera, the Internet. They use electronic databases as well as the Web for research; they post and retrieving information electronically. They also use the Blackboard learning management system to design, deliver, and assess instruction.

Diversity Statement:

Diversity is specifically addressed in Instructional Objectives # 3 and 6 and specifically in Topics # 3, 4, and 5.

Honor Code:

Academic misconduct will be dealt with in accordance with the guidelines and procedures outlined in the Academic Misconduct Policy, which may be accessed on the web at <http://www.msstate.edu/dept/audit/PDF/1207.pdf>.

Accommodation for Students with Disabilities:

Students with disabilities are encouraged to discuss their needs with the instructor, preferably during the first week of the semester. All reasonable accommodations will be made to see that disabilities do not restrict a student's opportunity to learn. Help is also available from Student Support Services (<http://www.sss.msstate.edu/disabilities/>, 136 Etheredge Hall, 325-3335).

Texts:

Rice, Kerry. (2012). *Making the move to k-12 online teaching*. Upsaddle, NJ: Pearson Education, Inc.

Stover, Liz. (2012). *Best practices for online education*. Retrieved February 2, 2013 from <http://lizstover.com/best-practices/index.html>

Stover, Liz. (2012). *Blackboard tutorial*. Retrieved February 2, 2013 from <http://lizstover.com/Bb-faculty-tutorials/index.html>

University of Massachusetts. *Teaching and learning online*. Retrieved February 2, 2013 from [http://www.umass.edu/oapa/oapa/publications/online_handbooks/Teaching and Learning Online Handbook.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/Teaching_and_Learning_Online_Handbook.pdf)

Watwood, B., Nugent, J., & Deihl, W. (2009). *Online teaching and learning resources*. VCU Center for Teaching Excellence. Retrieved February 2, 2013 from <http://www.vcu.edu/cte/resources/OTLRG/OnlineTeachingAndLearningResourceGuide.pdf>

Bibliography:

- Burgstahler, S. (2006). *Real connections: Making distance learning accessible to everyone*. Retrieved February 2, 2013 from http://p-adl.ucf.edu/events/seminars/resources/distancelearn_1_0.pdf Video: http://www.washington.edu/doiit/Video/real_con.html
- Cavanaugh, C., & Blomeyer, R. (Eds.). (2007). *What works in k-12 online learning*. Eugene, OR: International Society for Technology in Education.
- Forehand, M. (2005). Bloom's taxonomy: Original and revised in M. Orey (Ed.). *Emerging perspectives on learning, teaching, and technology*. Retrieved January 20, 2010, from <http://projects.coe.uga.edu/epltt/>
- Hills, H. (2003). *Individual preferences in e-learning*. VT: Gower Publishing Company.
- Illinois Online Network. (2013). *Instructional strategies for online education*. Retrieved January 16, 2013 from <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>
- Illinois Online Network. (2013). *Instructional strategies and pedagogy*, Retrieved February 2, 2013 from <http://www.ion.illinois.edu/resources/tutorials/pedagogy/index.asp>
- Kleinman, S. (2005). Strategies for encouraging active learning, interaction, and academic integrity in online courses. *Communication Teacher*, 19(1), 13-18.
- Ko, S., & Rossen, S. (2004). *Teaching online: A practical guide*. (2nd ed.). New York: Houghton Mifflin Company.
- Koehler, M.J., & Mishra, P. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Lao, T., & Gonzales, C. (2005). Understanding online learning through a qualitative description of professors and students' experiences. *Journal of Technology and Teacher Education*, 13(3), 459-74.
- McDaniel, M. (2009). *Online student experience* [Video file]. Retrieved February 2, 2013 from <http://www.youtube.com/watch?v=nWPI35WGstc>
- Moore, M., Shattuck, K., & Ai-Harhi, A. (2006). Cultures meeting cultures in online distance education. *Journal of E-learning and Knowledge Society*, 1(2), 187-207
- Palloff, R.M., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco: Jossey-Bass.

- Ragan, L. (2007). *Best practices in online teaching*. Retrieved February 2, 2013 from the Connexions Web site: <http://cnx.org/content/col110453/>
- Ragan, L. (2011). *Establishing online instructor performance best practices and expectations*. Retrieved February 2, 2013, from <http://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/>
- University of Central Florida. (2009). *Teaching online*, Retrieved February 2, 2013, from <http://teach.ucf.edu/pedagogy/>
- University of Illinois. *Center for online learning, research and service*. Retrieved February 2, 2013, from <http://www.uis.edu/colrs/learning/index.html>
- Vonderwell, S., & Turner, S. (2005). Active learning and preservice teachers' experiences in an online course: A case study. *Journal of Technology and Teacher Education*, 13(1), 65-84.
- Wilson, G., & Stacey, K (2004). Online interaction impacts on learning: Teaching the teachers to teach online. *Australasian Journal of Educational Technology*, 20(1), 33-48.
- Zucker, K. D., Baker-Schena, L., & Pak, M. (2010). The course syllabus: Contract, culture, and compass. *The Teaching Professor*, 24 (1), 3-4.

EDUCATION PROGRAM APPROVAL REVIEW FORM

New or Modified Program

Internal Assessment

Institution Submitting Request:
Mississippi State University

Summary of Request: MSU requests approval to use the TKT 4473/6473 Methods of Teaching Online as Methods Course for certification to teach online as required of all CTE licenses.

Proposal Request Submitted for Approval to:

Implement a New Education Program
 Modify an Existing Education Program

The proposed program or modification:

Requires a New Licensure Code and/or Guideline
 Aligns with Existing Licensure Code and/or Guideline

MDE Reviewer's Name:
Michelle J. Marshall

MDE Reviewer's Title:
Bureau Director

Through the responsibility charged to the Commission on Teacher and Administrator Education, Certification and Licensure and Development (MS Code, Section 37-3-2), the Mississippi Department of Education must approve or disapprove all educator preparation programs in the state as recommended by the Commission; thus implementation of any new programs or modifications to existing programs by all education units shall be reviewed by MDE and recommended for approval by the Commission and/or State Board of Education.

Please review the attached proposal and syllabi for evidence that instruction throughout the proposed program or modification is developed using appropriate elements of state standards, guidelines and/or curriculum frameworks (where applicable) to adequately prepare teacher candidates for K-12 instruction or administration in Mississippi.

After your review of the proposed program's course content, please ensure the content contains appropriate references or inclusion of the following currently approved:

- State-Adopted Standards
- State Curriculum Frameworks (if applicable)
- Other Applicable K-12 Content or Instructional Requirements

Based on your professional expertise, please include specific recommendations to ensure the program's success based on best practices and state guidelines.

I have reviewed the syllabi/course content and found that the infusion of appropriate state standards, frameworks or other related requirements are sufficiently addressed within the proposed new program or program modification for elementary, middle and/or secondary Instruction/administration.

I have reviewed the syllabi/course content and found that the infusion of appropriate state standards, frameworks or other related requirements are NOT sufficiently addressed within the proposed new program or program modification for K-12 instruction/administration.

2/21/13

Dr. Connie Forde of the Department of Instructional Systems and Workforce Development at MSU proposes a new course TKT 4473/6473 Methods of Teaching Online to be approved as a course to meet one of the requirements for cte teacher licenses.

Currently, in almost all cte teacher licenses there exists a requirement:

"Applicant must successfully complete certification for an online learning workshop, module, or course that is approved by the Mississippi Department of Education."

Following a review of the syllabus and discussions with Dr. Forde, it was determined that the proposed course will satisfy this requirement. The Office of Career and Technical Education recommends the proposal be approved.

EDUCATION PROGRAM PROPOSAL REVIEW FORM (R)

Reviewer Name: Diane Fisher	Reviewer Phone: 601-266-6884
Reviewer Title/Position: Associate Dean	Reviewer Email: diane.fisher@usm.edu
Institution Submitting Proposal: Mississippi State University	Date Submitted: Feb 2013
Proposed Date of Implementation: Fall 2013	Proposal to Implement a New Program or to Modify an Existing <input checked="" type="checkbox"/> Teacher Education Program <input type="checkbox"/> Ed Leadership Program <input type="checkbox"/> Licensure Requirement

In addition to the current education program outline/course description, the proposal material should include for your review, where applicable,

- a copy of the current program
- outline of the proposed program with clear indication of any proposed modifications
- proposed course syllabi and course descriptions
- a list of faculty who will provide instruction for the proposed courses/program of study and their curriculum vitae
- a list and example of a program outline for similar (or same) programs/courses of study at one or more IHLs (instate or out-of-state), or provide URLs if posted online
- documentation of institution administrative approval and MS IHL approval (if MS public institution)
- current special program recognition where applicable
- any other documentation that further supports the rationale for the proposal

As a qualified education professional, your review should ensure the program utilizes current content that is infused with state (InTASC) standards and national professional association standards, and the program provides instruction for program candidates on the most recently adopted state curriculum frameworks or common core for subject areas when appropriate, or adheres to other applicable state content and instruction policy and guidelines.

Synopsis of proposal request for review (*see attached proposal for details*): **Mississippi State requests approval of TKT 4473/6473 as an approved course for fulfilling requirements of an online learning workshop, module or course as required by CTE licensure guidelines.**

Provide findings/comments/recommendations (*if needed, please use additional space or provide an attachment*): **See attached email**

The only question about the STEM course would be if the department has the necessary software (for example, CAD) and the robotics programming to actually teach the content. Often this is found in the science departments.

I recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development pending response to the statement above.

I do not recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.

Gail Gettis

From: Diane Fisher [Diane.Fisher@usm.edu]
t: Tuesday, February 19, 2013 11:56 AM
Gail Gettis
Cc: Ann P Blackwell
Subject: RE: two proposals

Gail,

I have reviewed the MSU proposals and would recommend approval of the online methods course. I currently have these goals embedded in my methods class, but it appears MSU wants to have a stand alone course in order to recruit teachers during the summer. From my understanding, career and technical teachers will be required to have online certification beginning in 2015.

My only question about the STEM course would be if the department has the necessary software (for example, CAD) and the robotics programming to actually teach the content. Often this is found in the science departments.

Please let me know if you have further questions.

Thanks,

Diane

Diane J. Fisher, Ph.D.
Associate Dean and Associate Professor
College of Education and Psychology
The University of Southern Mississippi
118 College Drive, #5023
Hattiesburg, MS 39406
Phone: 601-266-6884
Email: diane.fisher@usm.edu
Fax: 601-266-4175

987 Career Pathway: Digital Media Technology

This endorsement licenses a person to teach the following secondary courses:

- 994100 Digital Media Technology I
- 994101 Digital Media Technology II
- 994102 Introduction to Photography and Design
- 994103 Web Design and Media Rich Content
- 994104 Video Editing
- 994105 Directed Individual Project

Minimum Requirements for this Endorsement:

1. Education

Hold a two-year college degree or higher from an accredited institution of higher education.

2. Technology Literacy and Related Assessment of that Competency

Applicant must validate technology competency by attaining the established minimum score or higher on an assessment approved by the Mississippi Department of Education (MDE). The assessment must be directly related to technology competency required by the grade level and subject matter being taught. Approved assessment for this license is IC3.

3. Occupational Experience and Related Assessment of that Experience

- Applicants with an associate degree must have at least two years of verifiable occupational experience in the past ten years. Experience must be appropriate to the subject to be taught.
- Applicants with a bachelor or higher degree must have at least one year of verifiable occupational experience in the past ten years. Experience must be appropriate to the subject to be taught.

This endorsement requires the following assessment(s) of occupational expertise:

Complete Approved Training in Final Cut Pro

AND

Earn Adobe Certified Associate Certification in all the following areas

- Web Communication
- Rich Media Communication
- Visual Communication

OR

Other teacher occupational competency assessment(s) approved by MDE Office of Career and Technical Education.

4. Teacher Education Preparation and Related Assessment(s) of that Education

- Applicant must enroll immediately in Vocational Instructor Preparation (VIP) program or the College and Career Readiness Educator Program (CCREP).
- Applicant must complete the individualized professional development plan (PDP) requirements of the VIP or CCREP program prior to the expiration date of the three-year vocational license.
- Applicant must successfully complete a Certification for online learning workshop, module, or course that is approved by the Mississippi Department of Education
- Applicant must successfully complete the Digital Media Technology Certification workshop, module, or course that is approved by the Mississippi Department of Education.

note #1: If the applicant meets all requirements listed above, that applicant will be issued a 987 endorsement—a five-year license. If the applicant does not meet all requirements, the applicant may be issued a three-year endorsement (license), and all requirements stated above must be satisfied prior to the ending date of that license.

EDUCATION PROGRAM PROPOSAL REVIEW FORM (R)

Reviewer Name: Karen R. Juneau, Ph.D.	Reviewer Phone: (228) 282-0470
Reviewer Title/Position: Associate Professor and Chair, Career & Technical Education, William Carey University	Reviewer Email: kjuneau@wmcarey.edu
Institution Submitting Proposal: Mississippi State University	Date Submitted: March 8, 2013
Proposed Date of Implementation: Fall 2013	Proposal to Implement a New Program or to Modify an Existing <input checked="" type="checkbox"/> Teacher Education Program <input type="checkbox"/> Ed Leadership Program <input type="checkbox"/> Licensure Requirement
In addition to the <u>current education program outline/course description</u> , the proposal material should include for your review, where applicable, <ul style="list-style-type: none"> ➤ a copy of the current program ➤ outline of the proposed program with clear indication of any proposed modifications ➤ proposed course syllabi and course descriptions ➤ a list of faculty who will provide instruction for the proposed courses/program of study and their curriculum vitae ➤ a list and example of a program outline for similar (or same) programs/courses of study at one or more IHLs (instate or out-of-state), or provide URLs if posted online ➤ documentation of institution administrative approval and MS IHL approval (if MS public institution) ➤ current special program recognition where applicable ➤ any other documentation that further supports the rationale for the proposal 	
As a qualified education professional, your review should ensure the program utilizes current content that is infused with state (InTASC) standards and national professional association standards, and the program provides instruction for program candidates on the most recently adopted state curriculum frameworks or common core for subject areas when appropriate, or adheres to other applicable state content and instruction policy and guidelines.	
Synopsis of proposal request for review (<i>see attached proposal for details</i>): Mississippi State requests approval of TKT 4473/6473 Methods of Teaching Online to satisfy requirements for online methods for all CTE certifications.	
Provide findings/comments/recommendations (<i>if needed, please use additional space or provide an attachment</i>): Please refer to attached letter.	
<input checked="" type="checkbox"/> I recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development. <input type="checkbox"/> I do not recommend approval of this proposal for submission to the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development.	

E-mail this form to ggettis@mde.k12.ms.us or acarter@mde.k12.ms.us or fax to 601-359-1728.