TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Certificate in Online and Teaching (COLT) Program

The Hawaii Teacher Standards Board accepts HTSB's Review Team recommendation to grant provisional state approval to the University of Hawaii at Manoa's College of Education Graduate Certificate in Online Learning and Teaching (COLT) Program.

The program my recommend candidates in the following added field:

- Online Teaching

The unit shall recommend individuals in the grade level of their existing Hawaii license (K-6, 6-12, or K-12). To add an additional grade level to this license, individuals must also meet HTSB's experience requirements.

Implementation may occur after the target date of January 1, 2023, pending availability of resources.

Program Strengths:
- HTSB's Interstate Teacher Assessment and Support Consortium (InTASC) and National Standards for Quality Online Learning (NSQ) content standards are addressed.
- HTSB Licensure Requirements are addressed.
- Comprehensive training needed for teacher effectiveness is provided.
- College of Education is responding to the needs of its school partner.
- Candidates will be assessed throughout the program to ensure they're meeting the requirements.
- The program includes a comprehensive list of courses in Learning Design and Technology.
- The courses are taught by qualified instructors.

Recommendation for Improvement
- Considering continuous improvement, the program should continue to examine if the assessment rubrics help with the understanding of candidate performance of the knowledge of skills required, and program improvement through data collection.

- Ensure COLT candidates are provided clarity regarding the holistic and comprehensive nature of the three core courses (LTEC 612, LTEC 673, and LTEC 632) as they relate to certification.

- Since the COLT courses address English Learner (EL) students, they may want to consider seeking guidance from the Hawaii Department of Education (HIDOE) regarding reformatting two (or more) elective courses to serve as Sheltered Instruction (SI) eligible courses. This may help make COLT a highly desirable

program for online licensing and ensure compliance with HIDOE SI mandate.

This program must be included in the University of Hawaii at Manoa's annual report to HTSB and its accreditor. This program will be included in the unit's 2028 accreditation review to be eligible for continuing state approval.

Any changes to this program shall be reported to HTSB via their Educator Preparation Provider (EPP) Annual Report. Changes not reported to HTSB in a timely manner may impact the EPP's status or standing with the Board.

HTSB's Executive Director will inform the program of the Board's decision.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee

HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED FIELD PROGRAM REVIEW
UNIVERSITY OF HAWAII – MANOA
GRADUATE CERTIFICATE IN ONLINE LEARNING AND TEACHING
(COLT)

SATEP REVIEW TEAM RECOMMENDATIONS:

The State Approved Teacher Education (SATE) Review Team recommends provisional approval for the Graduate Certificate in Online Learning and Teaching (COLT) K-12 added field program.

REVIEW TEAM

- Sungti Hsu, Education Consultant
- Joan Lewis, Education Consultant
- Whitney Aragaki, NBCT and Education Consultant
- Felicia Villalobos, HTSB Executive Director

PROGRAM STRENGTHS

- HTSB's Interstate Teacher Assessment and Support Consortium (InTASC) and National Standards for Quality Online Learning (NSQ) content standards are addressed.
- HTSB Licensure Requirements are addressed.
- Comprehensive training needed for teacher effectiveness is provided.
- College of Education is responding to the needs of its school partner.
- Candidates will be assessed throughout the program to ensure they're meeting the requirements.
- The program includes a comprehensive list of courses in Learning Design and Technology.
- The courses are taught by qualified instructors.

RECOMMENDATION FOR IMPROVEMENT

- Considering continuous improvement, the program should continue to examine if the assessment rubrics help with the understanding of candidate performance of the knowledge of skills required, and program improvement through data collection.

- Ensure COLT candidates are provided clarity regarding the holistic and comprehensive nature of the three core courses (LTEC 612, LTEC 673, and LTEC 632) as they relate to certification.

- Since the COLT courses address English Learner (EL) students, they may want to consider seeking guidance from the Hawaii Department of Education (HIDOE) regarding reformatting two (or more) elective courses to serve as Sheltered Instruction (SI) eligible courses. This may help make COLT a highly desirable program for online licensing and ensure compliance with HIDOE SI mandate.

PROGRAM REVIEW REPORT – ADD A FIELD

UNIVERSITY OF HAWAI'I – MANOA

MASTER OF EDUCATION IN CURRICULUM STUDIES [EDCS] (PK-3)

Table of Contents

Name of Program:
Graduate Certificate in Online Learning and Teaching

Hawai'i Teacher Standards Board License Field(s) and Grade Level(s) for which candidates are being prepared

Added Field: Online Teaching K-12

Program Level

Post Baccalaureate

CONTACT AND CONTEXT INFORMATION

1. College of Education
   1776 University Avenue, 128 Everly Hall
   University of Hawaii at Manoa
   Honolulu, HI 96822

2. SATEP Administrator

Name	Nathan Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7704

3. SATEP Administrator, if different from EPP Administrator
   (Individual responsible for review correspondence)

Name	Cecily Ornelles
Title	Associate Dean
Email address	cecily@hawaii.edu
Telephone number	808-956-7704

PROGRAM ORGANIZATION AND JUSTIFICATION

If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

The Program is situated in the University of Hawaii as follows:

- University of Hawaii-Manoa
  - College of Education
    - Learning Design & Technology (LTEC) Department
      - Graduate Certificate in Online Learning & Teaching (COLT)

Online teaching, unlike other certifications, is not a distinct subject area and is not tracked by DOE employment reports, making market assessment difficult. However, the Hawaii Department of Education (HIDOE) routinely offers "standards-based, online classes for Hawaii's students enrolled in any HIDOE public school through E-School. Instructor qualifications require completion of the Online Teaching Level 1 (PDE3 #CT186400) or Connect! (PDE3 #CT178661) course **AND** the Online Teaching Level 2 (PDE3 #PD186458) course. These HIDOE

Professional Development courses "can be used to apply for the Online Teacher certification with the Hawaii Teacher Standards Board". However, we are unaware of a Hawai`i State Approved Teacher Education Program offering a program of study for adding the Online Teaching field. As such, we believe that this program will fill an unmet need - an avenue to add this field through credit-bearing coursework, potentially as part of an advanced degree program.

The COVID-19 pandemic heightened the need for K-12 teachers to become proficient in online teaching. Most DOE schools transitioned to distance learning for the 2020-21 school year. Furthermore, a July 15, 2021 Board of Education resolution directed the HIDOE Superintendent to "develop and maintain an easily accessible listing of schools that offer distance learning programs along with a description of the distance learning program" for the 2021-22 school year. This Distance Learning Programs List of Schools includes 13 schools where teachers provide 75% or more of instruction through synchronous or asynchronous delivery - demonstrating a continued need for teachers with an online teaching skill set.

The HIDOE 2021-2022 Guidelines for Reclassification of Teachers states that "All academic credits earned through a university/college shall be applicable toward reclassification". Fifteen academic credits, as approved by a teacher's principal, could be used toward reclassification and any associated pay increase. The fifteen credits required for the Certificate of Online Teaching and Learning could therefore be an attractive route for both certification and reclassification.

Hawai`i Data Exchange Partnership's Postsecondary to Workforce dashboard reflects the likelihood of increased wages for graduates of the proposed program. Of existing programs, the Master of Education in Teaching is a close match, in that graduates are licensed and hold additional credits for reclassification. The data below shows that such graduates earn higher wages than bachelors or post-baccalaureate certificate holders.

NEW PROGRAM DESCRIPTION

The Graduate Certificate in Online Learning & Teaching (COLT) in Learning Design and Technology requires completion of a *minimum* of 15 credit hours of coursework after admission to the program. Students typically complete the required coursework in 1-2 years. LTEC's COLT program includes **Core Courses** (9 credits) and **Elective Courses** (6 credits). Each student's program will be individually designed with their advisor.

The core courses are designed to provide students with an in-depth knowledge of the theory, skills, and practice that guide the profession of learning design and technology. Elective courses are selected by the student in consultation with an advisor to provide support for the individual's topic of interest; these may be additional LTEC courses or classes offered by other disciplines at UHM with permission.

The Certificate program requires successful completion of a culminating, integrative experience by which students demonstrate their mastery of design and implementation, which can be in aK-12 context for those intending to add a field to a teaching license. This may be achieved through an internship, project,

or electronic portfolio in which a student demonstrates mastery of program objectives, most typically by designing, developing, and evaluating a distance learning experience. This project is completed in the final course, LTEC 632: Developing Online Learning. Students are additionally required to develop a formal presentation for an online international conference, the TCC Worldwide Online Conference, to present the results of their project in a public and professional context.

COURSEWORK SPECIFIC TO NEW PROGRAM

Course	Description
LTEC 612 **Introduction to Online Learning** *Name change pending from: Introduction to E-learning (3)**	Introduction to principles of online learning and their application in instructional settings.
LTEC 673 **Designing Online Learning** *Name change pending from: Planning for Technology & Resources (3)**	Planning, needs assessment, standards and learning theory applied to the design of online learning and assessment plans.
LTEC 632 **Developing Online Learning** *Name change pending from: Developing eLearning Environments (3)**	Design and development of online instruction for educational and training settings. Implementation of online course elements and strategies for content delivery, course management, student interaction, course evaluation and assessment of student learning.
LTEC 4/600**Elective TBD with advisor** (3)	
LTEC 4/600**Elective TBD with advisor** (3)	

* See Appendix B for UHM Course Change forms

Elective courses are generally selected from 400-level and 600-level courses within the LTEC department. Electives provide all students with a solid foundation in educational technology theory and practice while advancing their knowledge in an area of emphasis unique to each student. With advisor approval, a limited number of courses may be taken in another discipline outside of LTEC if these would contribute to the area of emphasis.

EXAMPLE ELECTIVES

LTEC 414 Educational Media Technology (3)

Introduction to educational technology theory and practice with an emphasis on meaningful integration of technology and media into a variety of face-to-face and online learning environments for diverse populations. A-F only. Pre: upper division standing.

LTEC 415 Technology for Teachers (3)

Introduction to the application of educational technology in teaching and learning using strategies in design, selection, development, integration, and evaluation. Interactive delivery via distance education technologies. A-F only. Pre: basic teaching certification.

LTEC 430 Video Technology (3)

Overview of video uses in educational contexts. Includes video planning, production, and simple editing procedures, as well as selection, evaluation, and integration into learning plans. Pre: upper division standing.

LTEC 442 Technology in Education (3)

Planning and implementation of computer systems and applications for effective integration into classroom settings. Emphasis is on methods and strategies for using digital technologies to enhance standards-based learning by K-12 students. Pre: upper division standing.

LTEC 448 Social Media: Links to Lifelong Learning (3)

Exploration of social media and effects on individuals, communities, and world. Analyze and evaluate impacts of social media and ethical implications. Service learning component and research project link social media to personal fields of study. Pre: upper division standing (junior or higher).

LTEC 461 Foundations in Design Thinking (3)

Using real-world problems, students learn a creative problem-solving process that is human-centered and iterative, and practice design thinking mindsets (embracing ambiguity, learning from failure, and bias toward action) as they tackle the problem. A-F only. (Alt. years) LTEC

620 Visual Design (3)

Theory and practice involved in planning educational/instructional graphic and photographic material for print and computer-based media. LTEC majors only or consent. A-F only.

LTEC 622 E-learning Theory and Design (3)

Principles of e-learning theory as well as design and development for instruction. Application to new media and web authoring. Repeatable one time. Pre: LTEC majors or consent. A-F only.

LTEC 623 Digital Video Design (3)

Development and utilization of digital video for the purpose of improving the teaching-learning process. A-F only. Pre: LTEC major or consent.

LTEC 641 Emerging Technologies for K-12 Teaching (3)

Exploration and impact of emerging technologies in K-12 classroom teaching and learning and ramifications of these technologies on administrative structure of schools. A-F only. LTEC majors only or consent.

LTEC 642 Facilitating E-learning Communities (3)

Exploration of tools and design considerations for effective online communication and development of learning communities. Pre: LTEC major or consent

LTEC 643 Educational Technology in Informal Learning Environments (3)

Exploring the nature, application, and use of educational technology in informal learning environments, such as museums, cultural institutions, tourist attractions, and visitor information centers. Focusing on the analysis, selection, and development of various media choices. A-F only. Pre: LTEC major or consent.

LTEC 647 (Alpha) Learning with Emerging Technologies (3)

Exploration and evaluation of new tools and strategies for teaching and learning. (B) mobile learning; (C) free/open software; (D) educational games and simulations; (E) critical trends. Repeatable one time per alpha. A-F only. Pre: LTEC major or consent. (Fall only for (B) and (D)) (Spring only for (C) and (E))

LTEC 651 Interactive Multimedia Production (3)

The utilization and application of advanced authoring tools, combining video, animation, graphics, and sound to develop student-centered learning. Primarily for advanced LTEC students. LTEC majors only or consent.

LTEC 652 (Alpha) Authoring E-learning Environments (3)

Conceptualization of instructional design and its application to the development for e-learning environments: (B) assisted instruction (CAI); (C) managed instruction; (D) virtual reality; (E) animation. Repeatable two times. LTEC majors only or consent. A-F only.

LTEC 654 Programming for Games and Simulations (3)

Project-based exploration of the breadth of programming in the context of educational games and simulations. A-F only. Pre: LTEC major or consent.

LTEC 661 Design Thinking for Creative Problem Solving (3)

Using real-world problems, students learn an agile design and problem-solving process that is human-centered, iterative, and cultivates individual and group creativity. Repeatable three times. A-F only.

LTEC 662 Assessment and Evaluation in Educational Technology (3)

Evaluation and assessment processes, sources, and instruments applicable to systematic appraisal of learning with technology. Repeatable one time. A-F only. Pre: LTEC major or consent.

LTEC 672 Distance Education Technology (3)

Technical and instructional considerations for developing, delivering, managing, and evaluating distance education including voice, video, print, hypermedia and data transmissions. Pre: LTEC major or consent.

LTEC 674 (Alpha) Technical Issues in Educational Technology (3)

Applying theory of management in instructional technology support services and delivery systems. (B) management; (C) systems; (D) networks. A-F only. Pre: LTEC major or consent.

LTEC 676 Social and Ethical Issues in Educational Technology (3)

Examination of social and ethical issues as they relate to technology in instructional settings. Focus on social justice and societal impact. A-F only. Pre: LTEC major or consent.

LTEC 682 Cognition and Technology (3)

Interdisciplinary course that introduces a range of empirical research examining aspects of cognition such as attention, memory and learning, and how technologies can enhance and/or hinder these cognitive processes. Repeatable 3 times. A-F only.

LTEC 686 Information Literacy and Learning Resources (3)

Process approach to teaching information retrieval, analysis, and use. Emphasizes concepts, practices ineffective instructional design, selection of resources that meets learning needs.
Required for Librarian HDOE licensure. A-F only. Pre: LTEC majors or consent. (Cross-listed as EDCS 686 and LIS 686)

LTEC 689 LTEC Training and Evaluation Practicum (3)

Practicum in educational technology training and evaluation in formal and informal settings, under close supervision, plus class meetings in hybrid format. Repeatable unlimited times. LTEC majors only or consent. Pre: instructor consent.

LTEC 692 Practicum in E-learning (3)

Practicum in e-learning in academic or non-academic settings, under close supervision, plus regular class meetings. Repeatable three times. LTEC majors only or consent. A-F only.

ASSESSMENTS/RUBRICS SPECIFIC TO NEW PROGRAM

List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment. (table on following page)

COLT Courses	Key Assessments embedded in the course	Assessment Type	InTASC Standards by key assessments (HTSB Performance Standards)	National Standards for Quality for Online Teaching addressed by key assessments (HTSB Content Standards)	HTSB specific requirements
LTEC 612	(A) **Online Lesson**: Planning, Implementation, Assessment	Plan Instruction	InTASC: 1, 2, 5, 6, 7, 8	NSQ: B, F, G	none
		Teaching	InTASC: 3, 4, 5, 8	NSQ: B, C, D	
		Effect on Student Learning	InTASC: 6	NSQ: D, E, G	
LTEC 673	(B) **Online Course Plan**	Plan Instruction	InTASC: 1, 2, 5, 6, 7, 8	NSQ: B, F, G	none
	(C) **Professional Dispositions**	Dispositions	InTASC: 9, 10	NSQ: A, E	none
LTEC 632	(D) **Online Course Implementation**: Development, Assessment	Teaching	InTASC: 3, 4, 5, 8	NSQ: A, B, C, D, H	none
		Effect on Student Learning	InTASC: 6	NSQ: D, E, F, G	
End of Program	(E) **Grades** of C+ or greater: LTEC 612, 673 and 632	Content Knowledge	InTASC: 4	NSQ: A, B	none

ASSESSMENT A: ONLINE LESSON

Please fill out all applicable fields. N/A where not applicable. Date is when shared with the candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 612	Semester/ Year	

Overview and Directions

The Online Lesson project integrates all phases of instructional design through the analysis, design, development, implementation and evaluation of an online lesson. It establishes the core skills and abilities for online instruction, including the opportunity to examine effects on student learning, reflect and revise.

This assessment allows the student and instructor to reflect on candidate's performance, engage in relevant discussion about standards and performance while preparing for the broader challenges of design and delivery of entire courses. This assessment will be completed following the Online Lesson project in LTEC 612.

Candidates are scored using the following rubric. **For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation**."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Ability to Plan Instruction NSQ Standards B, F, G InTASC Standards 1, 2, 5, 6, 7, 8	N	NI	ME	EE

- Digital pedagogy
  - uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
- Diverse instruction
  - creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
- Assessment and measurement
  - chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
  - assures alignment between the assignments, assessments, and standards-based learning goals.

Comments:

Overall: Teaching NSQ Standards B, C, D InTASC Standards 3, 4, 5, 8	N	NI	ME	EE

- **Digital pedagogy**
  - demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
  - uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- **Community building**
  - employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.
  - promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.
- **Learner engagement**
  - establishes relationships through timely and encouraging communication, using various formats.
  - helps learners reach content mastery through instruction and quality feedback using various formats.

Comments:

Overall: Effect on Student Learning NSQ Standards D, E, G InTASC Standard 6	N	NI	ME	EE

- **Learner engagement**
  - ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- **Digital citizenship**
  - models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.
- **Assessment and measurement**
  - implements a variety of assessments that accurately measure learner proficiency.
  - evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.

Comments:

ASSESSMENT B - ONLINE COURSE PLAN

Online Course Plan

Please fill out all applicable fields. N/A where not applicable. Date is when shared with candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 673	Semester/Year	

Overview and Directions

The Online Course Plan is a scaffolded design project, building a full course design over the semester. It expands on the core skills and abilities for online instruction, including the planning for course level outcomes and assessment of student learning. This assessment is a tool to reflect on the candidate's ability to plan at the course level, engage students with content and community, and plan for assessment of course learning outcomes. This assessment will be completed following the final stage of the Online Course Plan project in LTEC 632.

Candidates/applicants are scored using the following rubric. **For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation**."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. <u>Comments required</u>.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. <u>Comments required</u>.

Overall: Ability to Plan Instruction NSQ Standards B, F, G InTASC Standards 1, 2, 5, 6, 7, 8	N	NI	ME	EE

- Digital pedagogy
  - uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
  - The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
  - The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- Diverse instruction
  - The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.
  - creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
  - The online teacher provides additional opportunities for personalized learner growth or enrichment.
  - The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.
- Assessment and measurement
  - chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
  - The online teacher implements a variety of assessments that accurately measure learner proficiency.

	○ assures alignment between the assignments, assessments, and standards-based learning goals. ○ The online teacher creates opportunities for learner self-assessment within courses.
Comments: • •	

ASSESSMENT C - PROFESSIONAL DISPOSITIONS

Please fill out all applicable fields. N/A where not applicable. Date is when shared with candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 673	Semester/ Year	

Overview and Directions

Establishing and maintaining appropriate professional dispositions is essential to being a successful teacher. COLT candidates must demonstrate appropriate dispositions in all aspects of their professional lives, including: UHM classes, public and private settings, face-to-face and online. This assessment is a tool to reflect on candidate performance, engage in relevant discussion about dispositions, and help candidates work to maintain and/or develop appropriate dispositions. This review may be initiated by any UHM faculty member, during any point in the COLT program; but will be completed once at a minimum.

Candidates/applicants are scored on their professional dispositions using the following rubric. **For each disposition note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation**."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments are required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all of the indicated criteria. Comments are required.

1 - Professionalism	N	NI	ME	EE

- Consistently attends and actively/appropriately participates in UHM and field-based courses.
- Is honest and reliable, punctual, meets program requirements and deadlines, and produces quality work.
- Dresses appropriately.

Comments:

2 - Communication (verbal and non-verbal)	N	NI	ME	EE

- Listens openly, communicates respectfully in different contexts (face-to-face/online, formal/informal, classroom/outside classroom, public/private settings, etc.), responds appropriately to the feedback and the opinions of others, asks for help when necessary, and respects and protects confidentiality as appropriate.
- Communicates clearly and effectively.
- Communicates in a timely and responsive manner, and is proactive in communicating unavoidable absences, tardies, schedule changes, etc.

Comments:				

3 - Collaboration	N	NI	ME	EE

- Initiates and/or positively contributes to collaborative efforts with others.
- Actively participates in problem solving.

Comments:

4 - Reflection	N	NI	ME	EE

- Engages in purposeful reflection in order to promote meaningful intellectual, emotional, and social growth.
- Monitors the impact of his/her actions and interactions on others and adjusts behavior accordingly.

Comments:

5 - Diversity	N	NI	ME	EE

- Values diversity and is positively responsive to other cultures, languages, and multiple perspectives, including those perspectives that are different than their own.
- Models and acts with empathy.

Comments:

Overall Assessment NSQ Standards A, E InTASC Standards 9, 10	N	NI	ME	EE

Comments:

Fill out all applicable fields. N/A where not applicable. Date is when shared with the candidate.

Candidate		Date	
Instructor		Date	
Course	LTEC 632	Semester/Year	

Overview and Directions

The Mini Online Course project integrates the application of instructional design frameworks (e.g. ADDIE, design thinking) and online learning strategies to design, develop, and implement a mini online course.

This assessment is a tool to reflect on candidate performance, engage in relevant discussion about standards and performance while preparing for the broader challenges of design and delivery of entire courses. This assessment will be completed following completion of the Mini Online Course project in LTEC 632.

Candidates/applicants are scored using the following rubric. For each criterion, note an "X" in the appropriate column. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation."

- **N** = Not Applicable or not observed (in cases where specific dispositions may not apply)
- **NI** = Needs Improvement. Does not meet all of the indicated criteria. Comments required.
- **ME** = Meets Expectations. Meets all of the indicated criteria.
- **EE** = Exceeds Expectations. Performs above and beyond all indicated criteria. Comments required.

Overall: Teaching NSQ Standards A, B, C, D, H InTASC Standards 3, 4, 5, 8	N	NI	ME	EE

- **Professional Responsibilities**
  - is a reflective practitioner.
  - demonstrates an understanding of effective time management strategies.
  - models digital citizenship.
- **Digital Pedagogy**
  - uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
  - Incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
  - uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement.
  - demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
  - supports safe digital learning spaces for all learners (e.g. data ownership and privacy expectations, digital identity curation).
- **Community Building**
  - employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.
  - creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.
  - promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.

Learner Engagement

- ○ **Learner Engagement** establishes relationships through timely and encouraging communication, using various formats.
- ○ helps learners reach content mastery through instruction and quality feedback.
- ○ ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- **Instructional Design**
  - ○ designs learning experiences that use technology to efficiently engage learners.
  - ○ uses a formative approach to lesson design.
  - ○ incorporates diverse media into online learning modules.
  - ○ incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
  - ○ continuously reviews and aligns all course content with applicable course objectives and standards.
  - ○ creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

Comments:

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Overall: Effect on Student Learning NSQ Standards D, E, F, G InTASC Standard 6	N	NI	ME	EE

- **Learner Engagement**
  - ○ establishes relationships through timely and encouraging communication, using various formats.
  - ○ helps learners reach content mastery through instruction and quality feedback.
  - ○ ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- **Digital Citizenship**
  - ○ facilitates learning experiences that model and promote digital citizenship.
  - ○ establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.
  - ○ models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.
  - ○ implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).
- **Diverse Instruction**
  - ○ creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
- **Assessment and Measurement**
  - ○ chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
  - ○ implements a variety of assessments that accurately measure learner proficiency.
  - ○ evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.
  - ○ assures alignment between the assignments, assessments, and standards-based learning goals.
  - ○ creates opportunities for learner self-assessment within courses.

Comments:

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LTEC 612 ASSESSMENT - ONLINE LESSON PROJECT

The Online Lesson project is scaffolded to be completed over the course of LTEC 612. By working on each component in order, students will study the instructional design and online delivery process in depth, while building an aligned and ready-to-use lesson that another instructor can easily use.

The Online Lesson project makes frequent use of peer review. You will be offering constructive commentary to your classmates, and receiving constructive feedback on your own work.

Components

Learners & Lesson

Needs Analysis Learner

Analysis Learning

Objectives Assessment

Strategies

Toole Evaluation Learning

Materials Summary and

Reflection

LTEC 673 Assessment - Online Course Plan

The Online Course Plan is a scaffolded design project, building a full course design over the semester. It expands on the core skills and abilities for online instruction, including the planning for course level outcomes and assessment of student learning. This assessment is a tool to reflect on a candidate's ability to plan at the course level, engage students with content and community, and plan for assessment of course learning outcomes.

Six Stages of Course Design

1. **Topic & Intended Audience**
2. **Outcomes**
3. **Course Outline**
4. **Activities to Deliver Content and Engage Students**
5. **Community Building Activities**
6. **Assessment of Student Learning**

LTEC 632 ASSESSMENT - ONLINE COURSE

Designing and developing a mini online course is the main project in LTEC 632 (aligned to all course learning outcomes or CLOs). Use this opportunity to build upon and gain new skills during your educational technology journey. Your mini online course should be the equivalent of a one-credit online course (not a full-blown sixteen week, three-credit course). It must include all the elements to support learning of an online course (e.g. course goals & objectives, content, interactive learning activities, assessment, visual design, etc.).

The mini online course project consists of a final product and a series of sub-assignments aimed at helping you to break down the online design and development process into manageable chunks. Mai poina (Don't forget) to reference how your project will be evaluated as you begin working on your project.

Project Milestones

Reference your LTEC 632 Course Schedule at a Glance or Canvas for deadlines.

- **Part 1:** Mini online course planning document v1 & v2
- **Part 2:** 2022 TCC Online Conference proposal submission
- **Part 3:** Mini online course submission v1
- **Part 4**: Mini online course presentation
- **Part 5:** Mini online course submission v2

FACULTY SPECIFIC TO NEW PROGRAM
Full Vitae available at: http://go.hawaii.edu/xeN

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Paul McKimmy	Ed.D. Educational Leadership	Instructor, Program Coordinator	Current: Director of Technology & Distance Programs at College of Education. 20 years as faculty, Learning Design & Technology dept., Instructional design and faculty professional development.
Dorothy Hirata	Ph.D. in Curriculum & Instruction (emphasis on online learning)	Instructor	Current: Instructional Design Manager supporting strategic online learning initiatives & faculty and staff professional development across the UH System. 18+ years instructional design, online learning, professional development for pre-K through higher ed faculty; certified Quality Matters course reviewer, Distance Education Accrediting Commission (DEAC) subject specialist reviewer. Former Director of Distance Learning at Kamehameha Schools.
Mary Hattori	Ed.D. Professional Educational Practice	Instructor	25 years as lecturer in educational technology; 12 years as Director of Technology; Cooperating and Affiliate Graduate Faculty for several UH programs
Michael Menchaca	Ed.D. Educational Technology	Professor	25 years experience teaching online in educational technology; co-designed and directed multiple, fully online programs over 25 years; co-edited ISTE Standards books; Quality Matters rubric reviewer; peer-reviewed journal publications in online learning and teaching
Curtis Ho	Ph.D. Educational Technology	Instructor	30 years experience teaching in Educational Technology. Retired full professor.

ADDITIONAL INFORMATION

The COLT program is guided by National Standards for Quality in Online Teaching (NSQ): Professional Responsibilities (A), Digital Pedagogy (B), Community Building (C), Learner Engagement (D), Digital Citizenship (E), Diverse Instruction (F), Assessment & Measurement (G).

Recommended core course sequence:

LTEC 612: Introduction to Online Learning

LTEC 673: Designing Online Learning

LTEC 632: Developing Online Learning (prerequisite: LTEC 673)

PROGRAM REVIEWER QUESTIONS:

ANSWERS TO COLT STAT PROGRAM REVIEWER QUESTIONS:	
QUESTION	**RESPONSE**

• Assessment and curriculum matrix (Excel sheet attached)
   o Please provide more detail on how each standard is being addressed by the assessment components.
   o Currently, parts of assessments A, B, and D are being used to address multiple standards. However, it is unclear how the final sore for each part is tabulated. Can a candidate fail one standard out of the 3 or 4 the part is addressing but still received ME or EE?
	• The following was completed to address these questions
	   o Excel spreadsheet was completed indicating which standards are addressed by each assessment and is attached
	   o If candidates fail any single standard, they automatically earn an "NI" for the entire assignment
	   o Candidates are provided the opportunity to resubmit assignments to correct standard deficiencies

• Please confirm that the main 3 courses (LTEC 612, 673, 632) will address all NSQ and InTASC Standards.	• Matrix (Page 10) reviewed and with corrections provided (see below), all NSQ and InTASC standards are confirmed addressed

• Matrix on page 10 does not match course outlines listed. It will be helpful to go through the document and make sure that the information provided is consistent. This will limit confusion on the reviewer's part.
   o Example: LTEC 612 on page 10 address 3 NSQ standards. However, on page 12 course
	• Application was thoroughly reviewed. An updated copy of the application is provided with the following corrections made
	   o InTASC standards were indicated in matrix but not rubrics. InTASC standards added to all rubrics.
	   o Page 10, Matrix table, LTEC 632, Teaching row, NSQ column:

LTEC 612 lists 4 NSQ standards
 	
    ○ Example: LTEC 632 on page 17 has NSQ standard H, but the matrix on page 10 does not list NSQ standard H at all
	Changed from "NSQ: B, C, D" to corrected "NSQ: A, B, C, D, H"
	
	    ○ Page 10, Matrix table, LTEC 632, Effect on Student Learning row, NSQ column: Changed from "NSQ: B, D, E, F" to corrected "NSQ: D, E, F, G"
	
	    ○ Page 12, Effect on Student Learning rubric: Changed from "NSQ Standards B, D, E, G" to "NSQ Standards D, E, G"

On page 10 of the report: • The team was unclear how the InTASC standards (4) and the NSQ standards (A, B) related to this part of the chart since these standards were addressed in the courses mentioned in the above chart. • How does a grade of C+ or greater correlate with the Rubric outlined for each course? Does an EE equal an A and a NI equal a C?	• The courses referred to for 'End of Program' include those required core courses for the program (e.g., LTEC 612, 673, and 632). All INTASC and NSQ standards are addressed through these three required core courses. Candidates will take other electives; however, the required courses will be the courses tracked for completion of all required standards by candidates. • The final culminating project completed at the end of the program addresses INTASC 4 and NSQ A&B. In addition, the standards indicated here were those focused solely on the Assessment Type (Column 3) for "Content Knowledge" and not all standards. This is the reason for listing these standards as 'End of Program.' • (For bullet 2): While assessments are specific, grading is holistic. The entirety of a student's assessments and the quality of their work is considered. Standards assessments would be tracked independently of grades. • Clarification: All INTASC and NSQ standards will be addressed by the end of the program.
• The team noticed that some of the rubrics have a main bulleted NSQ Standard and sub-bullets (set of indicators) below each standard. Is the main standard the standard	• Each NSQ standard will be evaluated (addition to the rubric to reflect a rating for each NSQ standard)—the second example indicated. Candidates

being graded, and the set indicators are not? Or do the set of indicators equal a total of how the main standard was addressed?
 	
    o Example: B1=ME, B2=EE, B3=ME
    o Overall grade for Digital Pedagogy ME Or is the weight on each standard?
 	
Example:
Digital Pedagogy (B1, B2, B3)=ME, Diverse Instruction (F3, F4, F6, F7)=ME, and Assessment and measurement (G1, G4)= EE
	will be provided with feedback to identify both strengths and weaknesses reflective of standards. If a student has not met a particular standard, they will have the opportunity to revise/resubmit.

On Page 10: It was indicated that no HTSB Specific Requirements will be addressed. It seems that some of the NSQ Standards like Standard A9 and Standards F1-F3 would address support for diverse learners (see below). The NSQ Standards may address some of the Hawaii Specific Requirements outlined in Hawaii Administrative Rules. The program may want to include this in their table found on page 10.	This program does provide students with the opportunity to meaningfully identify and use practices and accommodations to address the range of K-12 students' language and learning strengths and needs. University candidates will include strong instructional approaches and accommodations in their course submissions (e.g., Assessment A, B, D) and reflect responsiveness through their professional dispositions (Assessment C), which are appropriate for the context of the work in which they are engaged/project that they are designing.
	
	The HTSB Specific Requirements addressed include:
	    • Working effectively with students with disabilities
	    • Working effectively with students who are limited English proficient;
	    • Working with gifted and talented students;
	    • Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.