|  |  |
| --- | --- |
|  |  |
| S:\Communications\Logos and photos\SDBORLogos\final_sdbor_webreadyBW_trans.gif | **SOUTH DAKOTA BOARD OF REGENTS**ACADEMIC AFFAIRS FORMS |
| New Certificate |
|  |  |

|  |  |
| --- | --- |
| **UNIVERSITY:** | DSU |
| **TITLE OF PROPOSED CERTIFICATE:** | **Online Teaching & Learning**  |
| **INTENDED DATE OF IMPLEMENTATION:** | **Fall 2020**  |
| **PROPOSED CIP CODE:** | **13.0501** |
| **UNIVERSITY DEPARTMENT:** | **DCOE** |
| **UNIVERSITY DIVISION:** | **College of Education** |

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

|  |  |  |
| --- | --- | --- |
|  |  | 6/30/2020 |
| Institutional Approval Signature*President or Chief Academic Officer of the University* |  | Date |

|  |
| --- |
|  |

1. **Is this a graduate-level certificate or undergraduate-level certificate (*place an “X” in the appropriate box*)?**

|  |  |
| --- | --- |
| Undergraduate Certificate  |[x]  Graduate Certificate |[ ]

1. **What is the nature/purpose of the proposed certificate?**

The purpose of this certificate is to allow those who possess it to demonstrate mastery of principles of online instruction that will engage learners through effective instructional design and innovative instructional strategies. This certificate can be completed by current education majors, increasing their knowledge and skills demonstrated by the K-12 Educational Technology endorsement. Current majors have part of the classes in the certificate in their program; the remainder could be part of their elective credits. This certificate will also serve the purpose of offering training to K-12 teachers who want to increase their technology and pedagogy skills to carry out online instruction effectively.

1. **Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.[[1]](#footnote-1)**

The Spring 2020 semester showed how quickly the world can change and the need to be ready to move the educational system to remote learning. Student teachers became instrumental in helping their cooperating teachers with online instruction when K-12 moved to online or packet learning. Area teachers reached out to College of Education faculty for help. Faculty responded by offering technology support sessions; the need was apparent, and teachers demonstrated the desire to increase their technology skills, specifically skills that would help them teach online. This certificate will give teachers and others who complete it the knowledge and skills to confidently deliver instruction online should a similar situation as the pandemic arise, but also provide the ability to deliver instruction on snow days.

1. **Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

Any education major could seek this certificate, but the primary audience will be K-12 teachers, administrators, and those who provide online training in the corporate world.

1. **List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):[[2]](#footnote-2)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prefix** | **Number** | **Course Title***(add or delete rows as needed)* | **Prerequisite** | **Credit Hours** | **New****(yes, no)** |
| EDER | 415 | Educational Assessment  |  | 2 | No |
| EDFN | 326 | Introduction to Online Teaching & Learning |  | 3 | Yes |
| EDFN | 350 | Universal Design & Accessibility for Online Instruction |  | 3 | Yes |
| EDFN | 465 | Computer-Based Technology & Learning |  | 2 | No |
| ELED | 422 | K-8 Science & Math Technology |  | 2 | No |
|  |  | Subtotal |  | 12 |  |

Note: The two new courses have been approved and are currently in the teaching schedule.

1. **Student Outcome and Demonstration of Individual Achievement.[[3]](#footnote-3)**
	1. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation**? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*
* Students will demonstrate understanding of technology and the appropriate use of technology tools to enhance the online learning environment.
* Students will design and implement online lessons and assessments to engage students to increase levels of knowledge and skills.
* Students will demonstrate ability to employ effective instructional strategies in the online environment.
* Students will demonstrate the ability to evaluate, integrate, and apply appropriate information from various sources to create a learning environment that encourages problem-solving and innovation.
	1. **Complete Appendix A – Outcomes using the system form.** *Outcomes discussed below should be the same as those in Appendix A.*

|  |
| --- |
| **Individual Student Outcomes and Program Courses** |
|  \*Required Course  |
| **Individual Student Outcome** | **EDFN 326\*** | **EDFN 350\*** | **EDFN 465\*** | **EDER 415\*** | **ELED 422\*** |
| Students will demonstrate understanding of technology and the appropriate use of technology tools to enhance the online learning environment.  | X |  | X |  |  |
| Students will design and implement online lessons and assessments to engage students to increase levels of knowledge and skills. |  | X |  | X | X |
| Students will demonstrate ability to employ effective instructional strategies in the online environment.  |  | X | X |  | X |
| Students will demonstrate the ability to evaluate, integrate, and apply appropriate information from various sources to create a learning environment that encourages problem-solving and innovation.  | X |  | X |  | X |

**Delivery Location.[[4]](#footnote-4)**

1. **Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**

|  |  |  |
| --- | --- | --- |
|  | **Yes/No** | ***Intended Start Date*** |
| **On campus** | Yes | **Fall 2020**  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes/No** | ***If Yes, list location(s)*** | ***Intended Start Date*** |
| **Off campus** | No |  | Choose an item.Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes/No** | ***If Yes, identify delivery methods[[5]](#footnote-5)*** | ***Intended Start Date*** |
| **Distance Delivery (online/other distance delivery methods)** | Yes |  Online  | **Fall 2020**  |

1. **Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? [[6]](#footnote-6)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes/No** | ***If Yes, identify delivery methods*** | ***Intended Start Date*** |
| **Distance Delivery (online/other distance delivery methods)** | Yes | 015 Internet Asynchronous – Term Based Instruction | **Fall 2020** |

1. For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. [↑](#footnote-ref-1)
2. Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval. [↑](#footnote-ref-2)
3. Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.” [↑](#footnote-ref-3)
4. The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery. [↑](#footnote-ref-4)
5. Delivery methods are defined in [AAC Guideline 5.5](https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Documents/5_Guidelines/5_5_Guideline.pdf). [↑](#footnote-ref-5)
6. This question responds to HLC definitions for distance delivery. [↑](#footnote-ref-6)