



**Professional Education Program Proposal
COVER SHEET**

Institution: _____ **Date Submitted:** _____

Program Contact Person: _____

Position/Title: _____ **Phone:** _____ **Email:** _____

Name of program: _____ **CIP Code:** _____

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ **Grade Range:** _____

Proposal is for:

____ **New First-Time Licensure Program** (Complete Section A)

____ **New Educator Licensure Endorsement Program** (Complete Section B)

____ **Revision(s) to Approved Licensure Program** (Complete Section C)

____ **Deletion of Approved Licensure Program** (Complete Section D)

**Indicate the portion of the proposed program to be delivered via Distance Learning
Technology (online):** _____ %

Proposed program starting date: _____

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

Competency Alignment for Online Teaching, Grades K12 Licensure
at University of Arkansas, March 2023

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Rationale

The Online Teaching, Grades K12 licensure program at the University of Arkansas was approved in 2021 with coursework aligned to the 2018 Competencies for Online Teaching, Grades K-12 by the Arkansas Department of Education. In 2022 updated Competencies for Online Teaching, Grades K12 were approved, and these competencies required revisions to the program and realignment of content to competencies. This document seeks to provide updates to the licensure requirements and course alignment.

Documentation of Revisions

Plan of Study

The current program consists of four, three credit courses for a total of twelve credit hours of coursework in curriculum and educational technology. With the updated competencies modifications to courses were implemented to more effectively align and course titles have been updated by the program. The updated titles are listed for each course and the following outlines the new requirements:

- *ETEC 5213-Media and Web Design*
 - This course introduces students to platforms for the development of multi-media supplements for the purpose of enhancing instruction in online and blended classrooms. Components of coding and website design are also presented with an emphasis upon integrating multi-media into websites, blogs and learning management systems.
- *ETEC 5303 Technology Integration in K12*
 - This course is a comprehensive study of learning theories and technologies that can be utilized to support and to enhance instruction in multiple content areas and facilitate student learning in K-12 virtual and blended teaching environments.

- *ETEC 6253-Distance Learning*
 - This course focuses upon aspects of effective design of modules for facilitating learning at a distance. The course includes analysis of best practice in online learning, strategies to ensure alignment of content to learning standards and discussion of issues related to teaching in online and blended environments.
- *CIED 5423-Curriculum Design*
 - This course provides an overview of models of curriculum, instruction, and assessment design and how they are implemented to facilitate student learning in a variety of instructional environments. Students enrolled in the course will be required to demonstrate knowledge of a variety of models of curriculum design as well as those related to developing and implementing effective instruction.

Delivery Methods

All of the coursework has been delivered via distance learning using a variety of methods including live sessions via video streaming, discussion boards, wikis and blogs. The ETEC 5423 course has been an existing course in the program for several years and has been delivered via distance so there are no changes in delivery of the coursework with the course change.

Assessment Process

As previously done in each of the courses, outcomes will be tagged to assignments using the “Goals” function in Blackboard. This function allows a set of standards to be embedded (in this case they will be updated to use the 2022 Arkansas Competencies for Online Teaching, Grades K-12) and specific assignments “tagged” for alignment with a standard or standards throughout a course or series of courses. Student performance on these assignments can then be tracked by standard throughout the courses in the program. All assignments used in the courses utilize inquiry and project-based methodology and rubric evaluations will be used for the assessment of performance.

Matrices for Course/Competency Alignment

Competency 1 Professional Responsibilities	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
1.1	X	X	X	X
1.2	X	X	X	X
1.3	X	X	X	X
1.4		X	X	X
1.5			X	X
1.6	X	X	X	X
1.7	X	X	X	
1.8	X	X	X	X
1.9	X		X	

Competency 2 Digital Pedagogy	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 Models
2.1	X	X	X	X
2.2	X	X	X	X
2.3		X	X	X
2.4	X	X	X	X
2.5	X	X	X	X

Competency 3 Community Building	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
3.1	X	X	X	X
3.2		X	X	X
3.3		X	X	X
3.4			X	X
3.5			X	X

Competency 4 Learner Engagement	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
4.1		X	X	
4.2			X	X
4.3			X	X
4.4			X	X
4.5		X	X	X
4.6	X	X	X	X
4.7			X	

Competency 5 Digital Citizenship	ETEC 5213: Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
5.1		X	X	X
5.2		X	X	
5.3		X	X	X
5.4	X	X	X	

Competency 6 Diverse Instruction	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
6.1			X	X
6.2				X
6.3		X	X	X
6.4		X	X	X
6.5		X	X	X
6.6		X	X	X
6.7			X	

Competency 7 Assessment & Measurement	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
7.1	X	X	X	X
7.2	X	X	X	X
7.3	X	X	X	X
7.4	X		X	X
7.5	X		X	X
7.6	X		X	X
7.7	X	X	X	X
7.8	X	X	X	X

Competency 8 Instructional Design	ETEC 5213 Media	ETEC 5303 Tech Integration	ETEC 6253 Dist. Learn	CIED 5423 C. Design
8.1	X	X	X	X
8.2		X	X	X
8.3	X	X	X	X
8.4	X	X	X	X
8.5		X	X	X
8.6		X	X	X

Course Syllabi

(All courses are 3 credits each)

ETEC 5213: Media and Web Design

Course Description:

- This course introduces students to platforms for the development of media supplements for the purpose of enhancing instruction in online and blended classrooms. Components of coding and website design are also presented with an emphasis upon integrating media into websites, blogs and learning management systems.

Prerequisite(s):

- Graduate Standing

Required Materials:

- Assignments and learning modules require students to obtain accounts for media development platforms. Many are available as trial versions and this course is organized so that students may be able to install and complete the requested assignments within the trial periods. However, much of the software utilized may be necessary for projects in future courses within the program as they are commonly used platforms in the field.
- A headset, quality desktop microphone and camera for the computer will be needed. It is recommended that the microphone used be external to the one embedded into laptop/desktop computers to ensure quality recording for projects.

Relationship to Knowledge Base:

- This course is a required course for students pursuing the M.Ed. in Educational Technology and Graduate Certificate in K-12 Online Teaching. It can also serve as an elective for the M.Ed. in Curriculum and Instruction; Ed.S. in Curriculum and Instruction and Ph.D. in Curriculum and Instruction.
- It is appropriate for students desiring to pursue careers in fields where the design of web-based graphics, websites, applications, and multi-media are utilized for the presentation of content and where teaching in a blended and/or virtual environment plays an important role.

Course Outcomes/Objectives:

- Upon completion of this course students will:
 - demonstrate the ability to use a variety of multi-media tools to develop products which integrate images, video, and sound recordings appropriate to an educational setting.
 - demonstrate the ability to create disability accessible materials utilizing web design and desktop productivity software appropriate to an educational setting
 - demonstrate the ability to utilize coding skills and web-editors for the development of basic educational websites.
 - demonstrate the ability to create instructional presentations utilizing a variety of web-based tools that are aligned to effective design principles.
 - Demonstrate the ability to create and utilize web-based tools for the creation and delivery of educational content.

Arkansas Competencies for Online Teaching, Grades K-12:

- Professional Responsibilities (1.1, 1.2, 1.3, 1.6, 1.7, 1.8,1.9)
- Digital Pedagogy (2.1, 2.2, 2.4, 2.5)
- Community Building (3.1)
- Learner Engagement (4.6)
- Digital Citizenship (5.3)
- Assessment & Measurement (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8)
- Instructional Design (8.1, 8.3, 8.4)

Activities and Assignments:

- Introductory Activities:
 - To begin the course, you will complete a series of activities to familiarize yourself with the class and provide a self-assessment of your skill levels for using the various

applications for the class.

- Course Projects/Products:
 - During the course of the semester you will develop a series of projects/products that require you to apply the knowledge gained of various types of instructional media. These include the following:
 - Accessible Document Project-for this project you will complete an instructional tutorial using Microsoft Word. This consists of instructions, screen capture images and other aspects.
 - Presentation Project-for this project you will create an interactive instructional project utilizing a web-based presentation platform. This consists of creating slides that integrate features such as action buttons, hyperlinks and other functions.
 - Blog Project-for this project you will subscribe to a blog service and create your instructional blog. During the course of the semester you will reflect upon your readings and assignments for the week using this blog.
 - HTML5/CSS3 Coding Projects-for this series of projects you will create basic websites using HTML5 and CSS3 code. These projects must be developed using hand coding versus using a web-editor.
 - Photo Editing Project-for this project you will edit digital photos using photo editors. The content will be to assess your ability to manipulate images using various tools and software.
 - Mobile Application Project-for this project you will create a mobile application for display on smart phones and tablet devices. The App will be instructional in nature.
 - Infographic Project-for this project you will create an instructional graphic for use in diagramming and explaining content of an educational nature.
 - Mobile Application Project-for this project your will create a mobile application for smart phones or tablet devices. The application should be instructional in nature, and should contain, but not be limited to text, images, links and email links.
 - Digital Audio/Video Production Projects-for this series of projects you will create audio/video presentations using screen capture software. These projects will require you to record, edit and encode digital audio/video. It will demonstrate your knowledge and competency in meeting digital audio production objectives of this course.
 - Website Design Projects-for this series of projects you will create websites using two different platforms. These websites will be instructional in nature and will require you to create content as well as embed various forms of media into pages.

ETEC 5303: Technology Integration in K12

Course Description:

- In this course students will learn how technology can be used to support instruction in K-12 classrooms. Current and relevant learning theories and educational technologies will be explored and applied in the development of projects with an emphasis on the identification, evaluation, and effective use of those technologies to support student learning.

Prerequisite(s):

- Graduate Standing

Required Course Materials:

- Software/Hardware:
 - Microsoft Word and Excel word processing/spreadsheet and/or other software package that saves files in Microsoft Word (.doc or .docx) will be required.
 - The creation of a Google account for the use and implementation of various Google tools for education will also be utilized extensively.
 - In addition, the use of “screen capture” software with audio capabilities will be required as well for presentations related to your projects.

Relationship to Knowledge Base:

- This course is a required course for students in the Graduate Certificate in K-12 Online Teaching, and Ed.S. in Curriculum and Instruction program for students pursuing an area of interest in Educational Technology. It also serves as an elective in the M.Ed. in Educational Technology and Ph.D. in Curriculum and Instruction.
- It is appropriate for students desiring to pursue careers in curriculum and instruction and/or educational technology where a leadership role in the selection, design and implementation of educational technology platforms, hardware, and software to enhance student learning in classrooms. Students will acquire information, develop new ideas, and apply those ideas in practical situations.

Course Competencies:

- Upon completion of this course students will be able to:
 - demonstrate foundational knowledge of educational technology
 - demonstrate foundational knowledge of best practices for healthy, safe and effectively uses the internet and web-based resources
 - evaluate educational learning environments through the analysis of acceptable use policies
 - compare and contrast copyright laws related to educational content presented in the classroom and content presented online
 - evaluate issues related to plagiarism in the development of online instructional content
 - investigate tools for electronic communication that can be implemented in the classroom
 - identify and evaluate web-based content, tools and hardware that can be utilized to enhance classroom instruction
 - utilize and identify online technology training resources and tools to enhance instruction in the classroom.
 - evaluate and differentiate the validity and reliability of online content
 - demonstrate foundational knowledge of research investigations relating to the effectiveness of integrating technology into K-12 classrooms to facilitate student learning
 - evaluate computer-based instructional materials in relation to their effectiveness to facilitate student learning
 - analyze instructional design models for the design, implementation and analysis of

instruction

- develop strategies for working with limited technology resources in the classroom
- demonstrate foundational knowledge of instructional standards related to the integration of technology in the classroom
- identify and evaluate web-based professional development resources for improving instructional practice
- create an interactive online lesson in alignment with principles of best practice

Arkansas Competencies for Online Teaching, Grades K-12:

- Professional Responsibilities (1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)
- Digital Pedagogy (2.1, 2.2, 2.3, 2.4, 2.5)
- Community Building (3.1, 3.2, 3.3)
- Learner Engagement (4.1, 4.5, 4.6)
- Digital Citizenship (5.1, 5.2, 5.3, 5.4)
- Diverse Instruction (6.3, 6.4, 6.5, 6.6)
- Assessment & Measurement (7.1, 7.2, 7.3, 7.7, 7.8)
- Instructional Design (8.1, 8.2, 8.3, 8.4, 8.5, 8.6)

Activities and Assignments:

- Course Introduction & Peer Feedback
 - During the first week you will complete a series of assignments to introduce yourself to your classmates and the course.
 - Also, throughout the semester you will provide peer feedback to your classmates on various drafts of projects.
- Discussions & Assignments
 - For this series of assignments, you will engage in discussions via the Blackboard related to various topics covered in the course throughout the semester
- Course Projects:
 - For this series of assignments, you will develop five projects related to different content strands of the course. These consist of the following:
 - MAC versus PC Debate
 - Technology Position Statement
 - Learning Theorist Presentation
 - Relative Advantage Analysis
 - Internet Safety Presentation
- Individual Presentations
 - During the course you will develop a series of individual presentations using technology tools that address various topics of the curriculum.
 - There are five of these presentations and the topics are as follows:
 - Networking and Hardware
 - Instructional Software
 - Social Networking
 - Web-Based Instruction
 - Assistive Technologies
- Technology Based Lessons
 - You will also develop a series of technology-based lessons related to content areas in K-12 Schools. There are five of these projects as well they include:
 - Spreadsheet Evaluation
 - Database Evaluation
 - Spreadsheet/Data Base Lesson
 - Math or Science Lesson
 - Language Arts or Social Studies Lesson
 - ESL/Foreign Language Lesson

- Art, Music, Physical Education or Health Lesson
- Final Project
 - For this project you will develop an instructional product that summarizes your knowledge of content gained throughout the semester. This project will entail the development of the following: Vision Statement; Development of a site for technology resources; Identification of technology resources; Discussion of your background; Goals and standards alignment

ETEC 6253: Distance Learning

Course Description

- This course focuses upon aspects of effective design of modules for facilitating learning at a distance. The course includes analysis of best practice in online learning, strategies to ensure alignment of content to learning standards and discussion of issues related to teaching in online and blended environments.

Prerequisite:

- Graduate Standing

Required Materials

- Textbook:
 - Teaching and Learning at a Distance (2015) 6th Ed. Michael Simonson; Sharon E. Smaldino; Susan Zvacek ISBN: 978-1-62396-798-7
- Software/Hardware:
 - A word processing software package that saves files in Microsoft Word (.doc or .docx) or Adobe PDF (.pdf) format such as Adobe reader (free) and Microsoft Word (recommended)
 - Instructions and links for acquiring access to learning management systems, software and materials will be listed in the "Introduction" section for the course in Blackboard. Some of the software used will depend upon preferences and software availability.
 - A headset, quality desktop microphone and camera for the computer will be needed. It is recommended that the microphone used be external to the one embedded into laptop/desktop computers to ensure quality recording for projects.

Relationship to Knowledge Base:

- This is required course for the M.Ed. in Educational Technology and Graduate Certificate in K-12 Online Teaching. It also serves an elective for the Ed.S. and Ph.D. in Curriculum and Instruction.
- It is appropriate for graduate students desiring to pursue a career where educational technology plays an important role.

Course Competencies:

- Upon completion of this course students will be able to
 - provide an overview of the principles of distance learning necessary for establishing and maintaining various distance learning environments,
 - identify selected theories and practices related to distance learning environments,
 - explain the nature of distance learning and how the development process is affected by those characteristics,
 - utilize a variety of distance learning technologies,
 - design a distance learning environment that utilizes these technologies while adhering to the theories and principles of effective distance learning.

Arkansas Competencies for Online Teaching, Grades K-12:

- Professional Responsibilities (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)
- Digital Pedagogy (2.1, 2.2, 2.3, 2.4, 2.5)
- Community Building (3.1, 3.2, 3.3, 3.4, 3.5)
- Learner Engagement (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
- Digital Citizenship (5.1, 5.2, 5.3, 5.4)
- Diverse Instruction (6.1, 6.3, 6.4, 6.5, 6.6, 6.7)
- Assessment & Measurement (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8)
- Instructional Design (8.1, 8.2, 8.3, 8.4, 8.5, 8.6)

Activities and Assignments

- Blog, Wiki and Discussion Activities:
 - Students will complete a variety of activities with communication and collaboration tools in Blackboard.
- Course Management System Activities:
 - Students will complete activities to learn how to use a course management system as an instructor.
- Written Assignments:
 - Students complete a variety of written activities to demonstrate competency in distance

learning concepts.

- **Content Development Presentation:**
 - Students will give a brief presentation about content selection for their course project.
- **Peer Review:**
 - Students will use a course readiness rubric to review a peer's draft of the Course Design Project. Specific guidance is provided for the reviews within the course lessons.
- **Course Design Project and Presentation:**
 - A course “shell” and one full lesson are to be developed. The “shell” should contain all vital elements of a course including the overall layout of the content, syllabus, instructor information, etc.
 - One full lesson should be developed and reside within the shell, which includes an original multimedia product. Each student will present his or her "course" and describe course development decisions.

CIED 5423: Curriculum Design

Course Description:

- This course provides an overview of models of curriculum and instruction and how they are implemented to facilitate student learning in a variety of instructional environments. Students enrolled in the course will be required to demonstrate knowledge of a variety of models of curriculum design as well as those related to developing and implementing effective instruction.

Prerequisite(s):

- Graduate Standing

Required Course Materials:

- Textbooks:
 - Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd. ed), Association for Secondary School Curriculum Development, Alexandria, VA.
 - Searle, M. (2010). *What every school leader needs to know about RTI*, Association for Secondary School Curriculum Development, Alexandria, VA.
 - Hayes-Jacobs, H. (2010). *Curriculum 21: Essential education for a changing world*, Association for Secondary School Curriculum Development, Alexandria, VA.
 - Kovalik, S. (1994). *ITI: The model, integrated thematic instruction* (3rd ed). Kovalik and Associates, Federal Way, WA.
 - Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*, (2nd ed). Association for Secondary School Curriculum Development, Alexandria, VA.
 - Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*, Association for Secondary School Curriculum Development, Alexandria, VA.
- Software:
 - A word processing software package that saves files in Microsoft Word (.doc or .docx) or Adobe PDF (.pdf) format such as Adobe reader (free) and Microsoft Word (recommended)
 - Instructions and links for acquiring access to software and other materials will be listed in the "Introduction" section for the course in Blackboard. Some of the software used will depend upon preferences and software availability.
 - A headset, quality desktop microphone and camera for the computer will be needed. It is recommended that the microphone used be external to the one embedded into laptop/desktop computers to ensure quality recording for projects.

Relationship to Knowledge Base:

- This course is a required course for students enrolled in the Graduate Certificate for K-12 Online Teaching and Ed.S. in Curriculum and Instruction. It also serves as an elective in the M. Ed. in Educational Technology and Ph.D., in Curriculum and Instruction.
- It is appropriate for students desiring to pursue careers in curriculum and instruction and educational technology where a leadership role in the selection, design and implementation of curricular interventions plays an important role. Students will acquire information, develop new ideas, and apply those ideas in practical situations.

Course Competencies:

- Upon completion of this course students will be able to:
 - understand and evaluate various models of curriculum design
 - understand and evaluate various models of effective instruction
 - create a curricular guide based on a curriculum model
 - create an instructional map outlining a curriculum using a model of curriculum design
 - create an instructional evaluation instrument based upon models of effective instruction

Arkansas Competencies for Online Teaching, Grades K-12:

- Professional Responsibilities (1.1, 1.2, 1.3, 1.4, 1.6, 1.8)
- Digital Pedagogy (2.1, 2.2, 2.3, 2.4, 2.5)
- Community Building (3.1, 3.2, 3.3, 3.4, 3.5)
- Learner Engagement (4.2, 4.3, 4.4, 4.5, 4.6)
- Digital Citizenship (5.1, 5.3)

- Diverse Instruction (6.1, 6.4, 6.5, 6.6)
- Assessment & Measurement (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8)
- Instructional Design (8.1, 8.2, 8.3, 8.4, 8.5, 8.6)

Activities and Assignments:

- Specific guidelines for all assignments will be provided in the Lessons and Assignments area for each lesson
 - Course Reading Assignments
 - There will be a variety of tasks/mini projects throughout the course to assess student knowledge of content related to curriculum and instruction models presented in the course. These will be presented as written reflections; posts to a class Wiki site and/or Screencast videos depending upon the lesson and content presented.
 - Curriculum Mapping Project
 - Students will develop a curriculum map for a unit of instruction using one of the curriculum models discussed in the course.
 - Curriculum Mapping Presentation
 - Students will develop a narrated screen capture presentation which provides an overview of their curriculum mapping project and discusses its alignment of the project to a curriculum model discussed in the class.
 - Observation Instrument Design
 - Students will design and develop an observation instrument that could be used to provide feedback to a practicing teacher. The content should have a basis in one or more of the models of effective instruction but cannot be merely a regeneration of a model and should bring in individual belief systems concerning components believed to be key to identifying quality instruction based upon the models discussed. This assignment requires the development of the instrument as well as a summary paper which outlines the components and theoretical basis for its contents.
 - Instrument Implementation
 - Students are to use the instrument developed to observe two different teachers teaching lessons in two different subjects evaluating the teacher's instruction using their instrument. As you observe use the instrument to provide feedback and submit your completed evaluation instrument and feedback as part of this project as well as a reflection paper discussing the effectiveness of the instrument.