



## **Course Number and Name:**

CITEC 903 – Leading Edge Certification: The Online and Blended Teacher

## **Instructor's Name:**

Mary Bennett, MA

Contact Information:

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Email will be answered within 24hours Monday through Friday

## **Number of Units:**

Three semester units

Units are post-baccalaureate level, professional development units primarily used for professional advancement and are accredited through Fresno Pacific University.

## **Grade Level:**

K-12 educators

## **Course Description:**

The goal of Leading Edge Certification: The Online and Blended Teacher is to help each participant become a more effective online instructor, and to provide a learning context that interests, excites, and challenges participants to explore effective teaching practices.

Online education can provide the opportunity for students and professional learners to communicate and demonstrate mastery in ways that would be challenging in the traditional setting. Aligning effective pedagogy with engaging curriculum and a variety of online learning

tools offers an empowering alternative for tomorrow's leaders. Preparing teachers for that opportunity is the sincere goal of the Leading Edge Certification course.

LEC participants will integrate contemporary technology into teaching practices and learning activities using software, cloudware, and resources that serve curriculum objectives and educational goals. This class includes both theoretical and experiential components; participants will explore research and examples of effective practices in online instruction, but will also spend a substantial portion of course time developing educationally meaningful and personally relevant products to support their online course and their LEC portfolio.

LEC participants can expect to spend 10-15 hours of work per week for the nine weeks of the course. The work will include:

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1. Reading course materials and exploring examples.
  2. Completing projects and assignments.
  3. Sharing and reflecting with other class participants in discussion forums.
  4. Attending a synchronous class meeting.
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1. Maintaining a reflective blog
  2. CUE community participation

## **Course Dates:**

1. December 23, 2012 through February 23, 2013
2. Five required one-hour synchronous sessions posted in the course schedule

## **Prerequisites:**

Online learners should possess some specific characteristics and skills. You should:

1. Be an independent learner.
2. Be collaborators.
3. Be self disciplined.
4. Have average to advanced computer skills.
5. Possess a willingness to explore new tools.

## **Course Materials:**

There is no required print textbook for this course. Everything you need will be available online in the links and e-text found in this course. Students do not have to purchase any materials, nor will any be sent. An office productivity suite such as Microsoft Office or Apple iWork is recommended but not required. A wider range of free alternatives, such as the Open Office suite of programs, Zoho, ThinkFree Online, and Google Docs, can be used as an alternative. A Google

Docs account is required; additional free accounts with a variety of Web 2.0 tools will be needed as well.

## **Technology Requirements:**

### **Required**

1. Headset/microphone for portfolio projects.
2. Web cam for expanding your “presence” within the course
3. [Screenr](#), [Screencast-o-matic](#), or other screencasting account or tool.
4. Free online accounts for Google, VoiceThread, Glogster, YouTube and other Web 2.0 tools that emerge in the course.
5. Current web browser with appropriate plugins:
6. [Quicktime Player](#) for Mac or Windows
7. [Windows Media Player](#)
8. [Flash Player](#)
9. [Adobe PDF Reader](#)

### **File Formats Accepted**

1. .doc or docx
2. .pdf
3. Google docs

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

### **Moodle**

This course will be delivered totally online through the course management system Moodle. In Moodle you will access online lessons, course materials, and a variety of multimedia resources. Throughout the course, you will participate in a blend of self-paced and adaptive released (instructor-paced) activities using Moodle and alternative Internet-based technologies.

To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials))

### **Elluminate/Blackboard Collaborate**

Elluminate/Blackboard Collaborate is the a real-time virtual classroom and collaboration environment utilized throughout the program. This robust and interactive conferencing software allows for both audio and video adding live discussion and interactions to the course. You will need a both a microphone and a web camera to take full advantage of Elluminate Live! You will also need to configure the computer you will be using for the live sessions by visiting the support area of the Elluminate/Blackboard Collaboarte website prior to your first synchronous meeting:

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279>

## **Getting Help**

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu).

## **Communication Guidelines:**

### **Discussion Boards**

We will use discussion boards within this course. If you have a question about an assignment or a specific technology, it is likely that many other students will have the same question - please post your question in either the Q & A Forum (for course questions) or in the discussion board for the particular assignment. Because we are all learners together, please feel free to respond to your classmates' questions if you know the answer or have suggestions!

### **Email**

Email is generally the best way to reach your instructor. Email is checked regularly throughout the day and your instructor will respond within 24 hours. Please write "CITEC 903 " in the subject of

your email to help the instructor prioritize responses for this class.

## **Course Requirements and Expectations:**

### **Accepted File Types**

Moodle does not fully support use of special characters in file names. When naming files to be uploaded into Moodle, please do not include any special characters such as #, %, & or spaces. Only use letters, numbers, and underscores. All files must have a correct extension (.docx, .rtf, .pptx, .pdf, etc.) in order for them to open in Moodle.

### **File Naming Nomenclature**

It is required that you name your assignments according to the nomenclature. Failure to adhere to the format will result in your assignment not being accepted. CourseID\_AssignmentTitle\_LastName\_FirstInitial

## **Google Accounts**

You will need to create a Google Account if you do not already have one.

(<https://accounts.google.com/>)

## **Blog**

Throughout the duration of the Innovative Educators Advanced Studies Certification you will be required to post your Blog reflections on your IEASC GoogleSite.

## **Computer Using Educators**

You will be required to become an active member of Computer Using Educators (CUE), whose mission is to provide leadership and support to advance student achievement in the educational technology community. (<http://www.cue.org>)

## **Required Weekly Activities for the Innovative Education Certification**

There are several activities that you will be required to submit in each course as you progress through the Innovative Education Certification Program. These activities are in addition to the course assignments for Leading Edge Certification and are due each Saturday no later than midnight.

1. Weekly Reflective Blog Posts
2. Weekly Synchronous Session Notes
3. Weekly Participation in the CUE Community

## **Required Synchronous Meetings**

This course will have five synchronous meetings: 12/26, 1/9, 1/23, 2/26, 2/20. These meetings are interactive and required and will be delivered using Elluminate/Blackboard Collaborate.

## **Certification Requirements and Expectations:**

### **Assignments**

The Leading Edge Certification is a 45 hour course of study with approximately 90 hours of student work, which includes the development of a portfolio. To earn Leading Edge Certification, you must successfully complete all coursework and assignments (activities, discussion posts, and reflections) in accordance with the course calendar. Each assignment has a rubric. Most students do well on their assignments because they know what is expected of them. Each module (with the exception of the Introduction module) has one Portfolio assignment. These Portfolio assignments will be compiled and submitted in an ePortfolio (electronic portfolio). Like the other course assignments, each portfolio assignment has a rubric. A score of 3 is required for a passing score on a Portfolio Assignment. The course facilitator(s) will review

your Portfolio assignments and provide you with feedback so you improve upon and resubmit them. Please remember to check your gradebook for feedback comments from your course facilitator(s). Participants have one year from the start date of the course to complete their professional portfolio for certification.

The participants that usually have the most success in this virtual environment set aside a specific time for their work each week.

If at any time you are feeling unsure of what is expected for an assignment, refer to the rubric to get the best sense of what to include in the assignment. Also feel free to use the discussion boards to ask the class your questions.

All assignments for this course will be submitted electronically through Moodle unless otherwise described. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. Under emergency/special circumstances, participants may petition for an incomplete status in the course, and resume at a later date.

## **Discussions and Reflections**

Throughout this course you will be writing reflections that address topics within the modules and posting them to your Blog.

All discussion/ reflection assignments should show a thoughtful consideration of the topic. They are expected to be written in standard English, and are typically 300-500 words in length. Reflections may include hyperlinks to outside resources, embedded Web 2.0 tools from this course, and/or properly cited images.

## **Portfolio**

To earn Leading Edge Certification you need to successfully complete all coursework and assignments and submit a passing LEC Portfolio.

Your LEC Portfolio will be assessed by 3 educators - 1 peer reviewer, your course facilitator, and an additional LEC professional developer. These individuals will review your Portfolio based on the following criteria:

1. Portfolio assignments will be assessed using the appropriate 3 point rubric. To pass, a score of 3 needs to be achieved for each portfolio assignment.
2. After all portfolio assignments are assessed, a portfolio rubric will be used to assess the ePortfolio as a whole. Again, a score of 3 is required in each rubric category.

3. Students will be given feedback on their ePortfolio. If students don't achieve a score of 3 on their ePortfolios, they will be given one chance to revise and resubmit their ePortfolios for grading.

For further information about LEC ePortfolio requirements, see the How to Earn Leading Edge Certification section of the course.

## **Course Structure:**

The course is divided into eight modules. In each module participants will explore teaching online through:

Module 1: Introduction/Overview

Module 2: Online Learning History and Concepts

Module 3: Pedagogy

Module 4: Building Community

Module 5: Online Accessibility

Module 6: Assessment and Evaluation

Module 7: Policies and Preparation

Module 8: Closure and Summation

## **National Standards:**

### **National Educational Technology Standards for Teachers**

The Course Objectives directly addresses The National Educational Technology Standards for Teachers (<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>) in all five areas.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-age Learning Experiences and Assessments
3. Model Digital-age Work and Learning
4. Promote and Model Digital-Age Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

## **National Board for Professional Teaching Standards**

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

In addition, course participants will explore and identify how the online environment supports standards-based learning as identified in national guiding documents.

### **iNACOL. National Standards for Quality Online Teaching**

These standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching and offer an important tool to help teachers, schools, and parents across the nation evaluate quality and implement best practices. ([http://www.inacol.org/research/nationalstandards/iNACOL\\_TeachingStandardsv2.pdf](http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf))

The Student Learning Outcomes for this course address iNACOL Standards for Quality Online Teaching A,B,C, J and K.

## **Common Core Standards**

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.



## **Common Core State Standards Initiative**

<http://www.corestandards.org/the-standards>

The standards are:

1. Aligned with college and work expectations.
2. Clear, understandable and consistent.
3. Include rigorous content and application of knowledge through high-order skills.
4. Build upon the strengths and lessons of current state standards.
5. Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
6. Evidence and researched based.

As you create lessons for your students you will be exploring National, State, District, or the Common Core Standards and identify how the lessons and activities you implement and develop align with those standards.

## **Student Learning Outcomes:**

Upon completion of the course, you will be able to:

1. Compare and contrast the pedagogy of face to face, blended, and online instruction. (NETS-T 1,3,5)
2. Select and model a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery. (NETS-T 1,2,3,5)
3. Plan and design strategies to encourage active learning, interaction, participation, and collaboration in an online environment. (NETS-T 1,2,3,5)
4. Demonstrate online leadership in a manner that promotes student success through regular feedback, prompt response, and clear expectations. (NETS-T 1,2,3,5)
5. Model legal, ethical, safe, and healthy behavior related to technology use. (NETS-T 4,5)
6. Create multiple paths to address diverse learning styles, abilities, and needs for accommodation. (NETS-T 1,2,3,4,5)
7. Design authentic projects, assignments, and assessments that measure student achievement of standards-based learning goals. (NETS-T 1,2,3,5)
8. Formulate solutions using a variety of student data to modify instructions. (NETS-T 1,2,3,5)
9. Collaborate with colleagues through the use of web-based technologies. (NETS-T 3,5)
10. Demonstrate appropriate use of technologies to enhance student learning. (NETS-T 1,2)

## **Schedule of Topics and Assignments**

Weekly reflective blogs, synchronous reflection and CUE community participation due by SATURDAY AT MIDNIGHT each week throughout the Innovative Education Certification Program.

In addition to the 3 postings due each week, below are additional assignments that are due.

Dates	Schedule of Topics	Assignments
Module 1	Introduction and Overview	1. 1.1 Discussion: Introduce Yourself (Pass/No Pass)
Dates: 12/23/12 - 12/29/12	<p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> <li>1. Assess readiness for online learning.</li> <li>2. Identify tips for being a successful online learner.</li> <li>3. Identify technical requirements for this course.</li> <li>4. Review the syllabus and course requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1. 1.2 Reflection: Personal Learning Goal (1 point)</li> <li>2. 1.3 Submit Weekly Reflection, Synchronous Session Notes and CUE Community Participation</li> <li>3. Synchronous Session Wednesday, 12/26, 5:00pm - 6:00pm PST</li> </ol>
Module 2	Online Learning History and Concepts	<p>(SLO 5,9,10)</p> <ol style="list-style-type: none"> <li>2. 2.1 Discussion: Profiles of Emerging Models (Pass/No Pass)</li> <li>3. 2.2 Reflection: Methodologies of the Online Instructor (1 point)</li> <li>4. 2.3 Activity: Online vs. Blended vs. Face-to-Face Venn Diagram (Signature Assignment 3 points)</li> <li>5. 2.4 Submit Weekly Reflection and CUE Community Participation Reflection</li> </ol>
12/30/12 - 1/5/13	<p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the pedagogy of face-to-face, blended, and online teaching. (iNACOL Standard A)</li> <li>2. Collaborate with colleagues through the use of web-based tools. (iNACOL Standard J)</li> <li>3. Demonstrate appropriate use of technologies to enhance student learning. (iNACOL Standard K)</li> </ol>	<p>(SLO 1, 2, 5,9,10)</p> <ol style="list-style-type: none"> <li>1. 3.1 Discussion: Soil Superheros (Pass/No Pass)</li> <li>2. 3.2 Activity: Collaborative Presentation of Web 2.0 Tools (Portfolio Assignment 3 points)</li> </ol>
Module 3	Pedagogy	<ol style="list-style-type: none"> <li>3. 3.3 Reflection: Using Web 2.0 Tools (1 point)</li> <li>4. 3.4 Submit Weekly Reflection, Synchronous Session Notes and CUE Community Participation Reflection</li> </ol>
1/6/13 - 1/12/13	<p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> <li>1. Identify appropriate levels of Bloom's Taxonomy for a variety of Web 2.0 tools. (iNACOL Standard K)</li> <li>2. Use student-centered instructional strategies to encourage active learning and interaction. (iNACOL Standard C)</li> <li>3. Select and use a variety of Web 2.0 tools appropriate for higher levels of</li> </ol>	

- cognition. (iNACOL Standard B)
- 4. Collaborate with colleagues on the development of a Web 2.0 presentation. (iNACOL Standard J)
- 5. Identify technology tools and strategies to move Project-based learning into the online environment. (SLO 2, 3, 5, 6, 7, 9,10)
- 5. Synchronous Session  
Wednesday, 1/9, 5:00pm - 6:00pm PST

Building Community

Learning Objectives:

In this module, participants will:

Module 4

1/13/13 -  
1/19/13

- 1. Identify and understand techniques for building community in an online environment. (iNACOL Standard C)
- 2. Develop and implement a discussion prompt that supports student internalization of academic content. (iNACOL Standard C)
- 3. Experience alternative asynchronous discussion tools.
- 4. Reflect on social media tools and how they may impact students' lifelong learning.

- 1. 4.1 Discussion: How Do You Create Community? (Pass/No Pass)
- 2. 4.2 Activity: Designing an Online

Discussion (Portfolio Assignment 3 points)

4.3 Reflection: Social & Professional Networks (1 point)

4.4 Submit Weekly Reflection and CUE Community Participation Reflection

(SLO 2, 3, 4, 5, 7, 9,10)

Online Accessibility

Learning Objectives:

In this module, participants will:

Module 5

1/20/13 -  
1/26/13

- 1. Review concepts related to accessibility.
- 2. Review relevant laws and regulations related to Section 508 and the Americans with Disabilities Act (ADA).
- 3. Reflect on their current practice and materials in relationship to accessibility.
- 4. Create a video resource that meets ADA accessibility requirements through captioning and transcription.

- 5. Discussion: Accessibility of Current Materials (Pass/No Pass)
- 6. 5.2 Activity: Establishing an Accessible Social Presence (Portfolio Assignment 3 points)
- 7. 5.3 Submit Weekly Reflection, Synchronous Session Notes and CUE Community Participation Reflection
- 8. Synchronous Session  
Wednesday, 1/23, 5:00pm - 6:00pm PST

(SLO 2, 3, 5, 6, 9,10)

Module 6 Assessment and Evaluation

1/27/13 - Learning Objectives:

- 1. 6.1 Discussion: Project-Based Formative Assessment (Pass/No Pass)

- 2/2/13 In this module, participants will:
1. Differentiate and identify the similarities and differences between successful online and face-to-face assessments.
  2. Understand the rationale behind creating and implementing assessments in online learning environments.
  3. Identify and review components of formative assessments.
  4. Review and demonstrate effective and authentic use of grading rubrics.
  5. Develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.
2. 6.2 Activity: Designing A Comprehensive Assessment Plan (Portfolio Assignment 3 points)
  3. 6.3 Reflection: Technology and Assessment (1 point)
  4. 6.4 Submit Weekly Reflection and CUE Community Participation Reflection
- (SLO 2, 3, 4, 5, 6, 7, 8, 9,10)

Policies and Preparation

Learning Objectives:  
In this module, participants will:

- Module 7  
2/3/13 - 2/9/13
1. Assess teacher readiness for online learning and teaching.
  2. Understand the changing role of the online teacher to an online coach.
  3. Create a personal learning plan to gain or strengthen online coaching skills.
  4. Understand the essential elements and develop an online syllabus.
  5. Review academic honesty, copyright, and fair use.
1. 7.1 Activity: Personal Learning Plan for Online Coaching (1 point)
  2. 7.2 Discussion: Online and Blended Teaching Skills (Pass/No Pass)
  3. 7.3 Activity: Online Course Syllabus (Portfolio Assignment 3 points)
  4. 7.4 Submit Weekly Reflection, Synchronous Session Notes, and CUE Community Participation Reflection
  5. Synchronous Session Wednesday, 2/6, 5:00pm - 6:00pm PST

(SLO 1, 2, 3, 5, 9,10)

Closure and Summation

Module 8  
2/10/13 - 2/16/13

Learning Objectives:  
In this module, participants will:

1. Summarize their areas of strength and areas for growth needed to become a quality online teacher.
  2. Synthesize what they have learned in
1. 8.1 Reflection: iNACOL Standards for Quality Online Teaching (Portfolio Assignment 3 points)
  2. 8.2 Submit Weekly Reflection and CUE Community Participation Reflection

- this course in relation to the iNACOL Standards for Quality Online Teaching.
3. Assemble their Leading Edge Certification Portfolio.
  3. Final Q & A

Final ePortfolio Submission due 2/23 by midnight

## Module 9

2/17/13 - ePortfolio Practicum  
2/23/13

Synchronous Session Wednesday, 2/20, 5:00pm - 6:00pm PST

Course Evaluation

Submit the Online Grade Form to Fresno Pacific University

## Evidence of Learning

1. Student demonstrated their ability to design a class discussion based on best practices.
2. Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of relevant educational research.
3. Course instructor observed evidence of understanding of course objectives as demonstrated through students' implementation of online tools that assess higher order thinking skills as identified in Bloom's Taxonomy.
4. Student demonstrated understanding of course objectives through the development of an effective online course syllabus.
5. Course instructor observed evidence of understanding of course objectives as demonstrated through students' self-reflection and knowledge of their role of an online coach.
6. Student demonstrated their ability to create a purposeful, accessible and informative Welcome video.
7. Student demonstrated their ability to design and build a Personal Learning Plan.
8. Student demonstrated their ability to design an online assessment using Web 2.0 tools.
9. Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.
10. Student demonstrated their ability to participant in a community of learners through their contributions to asynchronous discussion forums.

11. Course instructor observed evidence of understanding of course objectives as demonstrated through students' Signature Assignments submitted into an ePortfolio.

## **Grading Policies and Rubrics**

Weekly Synchronous Session Participation - 10%

Weekly Reflection Blog - 5%

Weekly CUE community Participation - 5%

Course Assignments - 80%

50 total points possible

50 – 45 = A

44 – 40 = B or Credit Grade

Below 40 points = no credit

12. Students may earn either a Letter or Credit Grade.
13. The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
14. Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
15. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.
16. All Signature ePortfolio Assignments must have a score of 3 to earn Leading Edge Certification.

## **Major Assignments**

### **Portfolio Assignments**

1. Blended vs. Face-to-Face Venn Diagram 3 points
2. Collaborative Presentation of Web 2.0 Tools 3 points
3. Designing and Online Discussion 3 points
4. Establishing an Accessible Social Presence 3 points
5. Designing a Comprehensive Assessment Plan 3 points
6. Online Course Syllabus 3 points
7. iNacol Standards for Quality Online Teaching 3 points

## Reflections/Activities

- |   |           |
|---|-----------|
| 1. Introductions Discussion Form          | 3 points  |
| 2. Personal Learning Goal                 | 1 point   |
| 3. Methodologies of the Online Instructor | 1 point   |
| 4. Using Web 2.0 Tools                    | 1 point   |
| 5. Internet Use                           | 1 point   |
| 6. Technology and Assessment              | 1 point   |
| 7. Personal Learning Plan                 | 1 point   |
| 8. Discussion Forums                      | 20 points |

## Discussions

You will be participating in discussion forums as you progress through the course. There is one grade for all of the forums, with the exception of the Introductions Discussion Forum, which is based on the Discussion Assignment Grading Rubric.

## Rubrics for Assignments

Each assignment will be assessed with the use of a rubric.

## Rubric for ePortfolio

After all assignments have been assessed, an overall rubric will be used to assess the portfolio Signature Assignments. The average or overall rubric scores needs to be a 3 for your portfolio to pass. Each ePortfolio will be scored by your instructor, another member of the Leading Edge Alliance as well as a peer. Each member of the course will be required to review at least one ePortfolio.

## Writing Requirements:

17. Superior: Writing is clear, succinct, and reflects graduate level expectations.
18. Standard: Writing is acceptable with very few mistakes in grammar and spelling.
19. Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

## Grading Options:

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

## Instructor/Student Contact

The Leading Edge Certification course kicks off with a required synchronous meeting. Throughout the course students will be communicating with the instructor and their classmates

on a regular basis through the use of both asynchronous discussion forums and synchronous sessions. A Virtual Office is utilized for class questions and students are provided with an 800 number the event they want to make phone contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **Cohort Instructor**

For each cohort there will be one cohort instructor. The cohort instructor will act as the teacher on record for all of the courses throughout the program, with the exclusion of the independent study FPU courses where the cohort instructor will act as a supporting staff member. The cohort instructor will be a single point of contact for the certificate program and will act as the intermediary between the program and the students. The cohort instructor will assist in technology issues as well as curriculum, program and pedagogy issues.

## **References/ Resources:**

Bloom's Taxonomy Blooms

Digitally (<http://www.techlearning.com/shared/printableArticle.php?articleID=196605124>)

iNACOL. National Standards for Quality Online Courses

(<http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Quality%20Online%20Courses%202007.pdf>)

The standards selected are based on the results of a research review and survey of online course quality criteria. These quality standards were evaluated and assembled into an easy to use document for evaluating online courses with common benchmarks. The standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online course content, instructional design, technology, student assessment, and course management.

iNACOL. National Standards for Quality Online Teaching

([http://www.inacol.org/research/nationalstandards/iNACOL\\_TeachingStandardsv2.pdf](http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf))

These standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching and offer an important tool to help teachers, schools, and parents across the nation evaluate quality and implement best practices.

National Educational Technology Plan. Transforming American Education: Learning Powered by Technology

(<http://www2.ed.gov/about/offices/list/os/technology/netp.pdf> )

National Educational Technology Standards for Teachers



([www.cnets.iste.org/teachers/t\\_stands.html](http://www.cnets.iste.org/teachers/t_stands.html))

## **Keeping Your Coursework:**

You will have access to the course from course start date until a few weeks after the course ends. After this time you will no longer be able to access the course or related materials. We strongly recommend you retain copies of all your completed coursework in the event that the instructor asks for resubmission. You will also want to create a list of all the web sites URLs that you might want to return to at a later date.

## **Policy on Plagiarism:**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

## **Fresno Pacific University Desired Student Outcomes:**

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

20. Oral and written communication in individual and group settings
21. Content knowledge, and application of such knowledge in the student's area of interest to affect change
22. Reflection for personal and professional growth
23. Critical thinking
24. Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems

## **Subject to Change Statement:**

The syllabus and schedule are subject to change.

Leading Edge Certification Syllabus

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