



Independent Studies Course Syllabus

Course Number and Name:

TEC 965 Teach With Moodle

Instructor's Name:

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Number of Units:

Three semester units

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

Grade Level:

K-12 educators

Assignments are available for use with or without student participation.

Course Description

This course provides educators with the skills and knowledge they will need to be an effective online instructor in order to meet the needs of 21st century students. Using Moodle, course participants will become part of a community of learners as they build a solid foundation for their own online course. Experiences from both a student and instructor perspective will introduce course participants to the features of Moodle that supports a specific philosophy of learning called “social constructionist pedagogy”, where knowledge is gained in a social setting facilitated by collaboration. Students will refine their own course objectives guided by the revised Blooms Taxonomy for 21st Century Learners, and using a systematic approach along with sound instructional design principles begin the process of planning and designing an online course in Moodle. They will learn how to ensure that their learning outcomes are met through pedagogically sound activities that are measured through technology based assessments while providing opportunities for active learning. While gaining the technical skills necessary to build

an online learning environment, students will explore what current research says about the state of online learning in the United States, investigate existing online courses and identify components of a quality online course. This will allow course participants to gain an awareness of online activities and assessments appropriate for diverse learning styles.

While this course will be using Moodle, the instructional strategies, design principles and pedagogy can be transferred to other course management systems.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Textbook

Cole, J., Foster, H. 2007. *Using Moodle: Teaching with the popular open course management system*. (2nd ed). O'Reilly Community Press.

Using Moodle is a complete, hands-on guide that explains exactly how Moodle works. This book offers examples, screenshots and best practices for its many features. You will also discover some of the creative ways teachers have used Moodle. There are plenty of ideas for effectively using each tool. This book is available as a free PDF file or in a Flash version. Students wishing to purchase a hard copy of the book may do so at O'Reilly Community Press.

<http://oreilly.com/catalog/9780596529185/>

A word processor and presentation program, such as Microsoft Office is recommended but not required. A wide range of free alternatives such as the Open Office suite of programs, Zoho, Glide and ThinkFree web-based office suites, and Google Docs are strongly encouraged. We will be using Moodle as the Learning Management System for this course. It works well with both Mac & PC and does not have any conflicts with any of the main browsers (Chrome, Internet Explorer, Safari, and Firefox).

Online Resources

Relevant online resources that support course content and encourage further investigation are provided.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

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. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface.

Moodle Site

Students will be required to work in the Moodle environment and a **Moodle Toolbox** will be created for each course participant on the Fresno Pacific University server. Students who have access to a Moodle site on a school or district server have the option of working in those and will need to provide guest access for the final project.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

The Online Environment

An integral part of this course is the online environment in which course participants will contribute to threaded discussions as they share methods, ideas, and relevant resources.

Getting Help:

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

Course Requirements

The course is divided into eight units of study. In each unit, participants will explore teaching online through:

- Orientation and Introductions
- Research of the SLOAN Consortium
- National Educational Technology Plan & Standards
- Getting Started with Moodle
- Moodle Sandbox
- Moodle Toolbox
- Quality in Online Courses
- Final Project – Designing Online Courses with Best Practices

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

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).

The Student Learning Outcomes for this course address **iNACOL Standards for Quality Online Teaching** A,C, D, E, F, G, H, I and K.

Student Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Explore the state of online teaching and learning in the United States and identify how the growth of online learning is impacting education. (*NBPTS 1, 4*) (*NETS-T 5*)
2. Identify how online teaching and learning meets the goals of the National Educational Technology Plan and the National Educational Standards for Students and Teachers and how these goals are being met in your school or district. (*NBPTS 1,4*) (*NETS-T 3,5*)

3. While actively engaging with the tools become familiar with the strengths and weaknesses of Moodle as a course management system from both a student and instructor perspective. (NBPTS 1, 4, 5) (NETS-T 2, 3, 4, 5) (NETP 1.3, 3.1, 3.2, 3.5, 5.5)
4. Customize and modify the Moodle settings to create an appropriate online learning environment for the intended target audience. (NBPTS 2, 3, 4) (NETS-T 2, 3) (NETP 1.3, 3.1, 3.2, 3.4, 3.5, 5.2,)
5. Demonstrate the ability to evaluate quality in existing online courses through the use of a research based resources. (NBPTS 2, 4) (NETS-T 5) (NETP 3.5, 5.5)
6. Explore, analyze and implement sound instructional design principles specific to online courses. (NBPTS 2, 4) (NETS-T 2, 3, 5) (NETP 1.3, 3.1, 3.2, 3.4, 3.5)
7. Refine the objectives for the course you are teaching to reflect the modified “Bloom’s Taxonomy to Meet 21st Century Pedagogies.” (NBPTS 1, 2, 3) (NETS-T 1, 2, 3) (NETP 1.2, 1.3, 3.2, 3.5)
8. Develop a course framework and begin the process of building an online module using the Moodle settings and features. (NBPTS 1,4) (NETS-T 1,2,) (NETP 1.2, 1.3, 3.4, 3.5)
9. Create grade-level appropriate, standards-based online learning activities, communication activities, and technology-based assessments and demonstrate how these activities will be delivered using Moodle tools. (NBPTS 1,2,3) (NETS-T 1,2,3,) (NETP 1.2. 1.3, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.3)
10. Demonstrate the ability to organize and structure course content based on best practices in the design and delivery of online courses. (NBPTS 1, 2, 3,4) (NETS-T 1,2,3,) (NETP 1.2. 1.3, 2.1, 2.2, 3.2, 3.4, 3.5, 5.5)
11. Reflect upon your experiences using Moodle and summarize your thoughts through reflective journaling. (NBPTS 4,5) (NETS-T 4,5) (NETP 3.5)
12. Participate as a member of a community of learners through an active online network. (NBPTS 4,5) (NETS-T 3, 4, 5) (NETP 1.3, 3.0, 3.1, 3.3, 3.4, 3.5)

Schedule of Topics and Assignments

<i>Schedule of Topics</i>		<i>Assignments</i>
	Course Information	<ul style="list-style-type: none"> • Read the Syllabus, Schedule of Assignments and Rubric • Access the online text, <u>Using Moodle - Teaching with the Popular Open Course Management System</u> by Jason Cole and Helen Foster

<i>Schedule of Topics</i>		<i>Assignments</i>
Unit 1	Orientation and Introductions (SLO 12)	<ul style="list-style-type: none"> • Take the <i>What Grade Level Do You Teach?</i> Poll • Read the Course Orientation • Introductions Discussion Forum
Unit 2	SLOAN-C (SLO 1, 12)	<ul style="list-style-type: none"> • Read the Sloan-C Reports • Sloan-C Discussion Forum
Unit 3	National Educational Technology Plan and the National Educational Technology Standards for Students and Teachers (SLO 2, 12)	<ul style="list-style-type: none"> • Read the draft of The National Educational Technology Plan 2010 Executive Summary – <i>Transforming American Education: Learning Powered by Technology</i> • Explore the National Education Educational Technology Standards for Students and Teachers (NETS-S and NETS-T) • Complete the NETS-S Assignment • NETS-T Discussion Forum
Unit 4	Getting Started with Moodle (SLO 3, 11,12)	<ul style="list-style-type: none"> • Read Using Moodle by Cole & Foster: Preface and Chapter 1, pgs. 1-4 • Edit your Profile in Moodle • Join and explore Moodle.org • Access your Moodle Toolbox • A First Look at Moodle Discussion Forum
Unit 5	Moodle Sandbox (SLO 2, 3, 11,12)	<ul style="list-style-type: none"> • Read The Student Role in Moodle • Engage with the following activities in the Moodle Sandbox <i>Choice Forum</i>

<i>Schedule of Topics</i>		<i>Assignments</i>
		<p><i>Glossary</i> <i>Lesson</i> <i>Wiki</i> <i>Website Link</i> <i>Quiz</i> <i>Single File Assignment</i> <i>Online Text Assignment</i></p> <ul style="list-style-type: none"> • Complete the Moodle Sandbox Reflection
Unit 6	Moodle Toolbox (SLO 2, 3, 4, 8, 11, 12)	<p>Getting the Moodle Basics</p> <ul style="list-style-type: none"> • Read <i>Using Moodle</i> by Cole and Foster: Chapter 2, pgs. 7-27 • Configure your course settings <p>Adding Resources and Managing Files</p> <ul style="list-style-type: none"> • Read <i>Using Moodle</i> by Cole and Foster: Chapter 3, pgs. 29-48 • Add the required Resources to your Moodle course • Post to the Adding Resources Discussion Forum <p>Adding Activities</p> <ul style="list-style-type: none"> • Read <i>Using Moodle</i> by Cole and Foster: Chapter 5-10 and 14, pgs. 69-164 and 203-209 • Add the required Activities to your Moodle course • Post to the Adding Activities Discussion Forum <p>Adding Blocks</p> <ul style="list-style-type: none"> • Add the required Blocks to your Moodle course • Contribute to the Adding Blocks Discussion Forum

<i>Schedule of Topics</i>		<i>Assignments</i>
		<p>Gradebook</p> <ul style="list-style-type: none"> • Read <i>Using Moodle</i> by Cole and Foster: Chapter 13, pgs. 193-200 • Explore three common grading strategies • Contribute to the Moodle Gradebook Discussion Forum <p>Tracking Student Progress</p> <ul style="list-style-type: none"> • Read <i>Using Moodle</i> by Cole and Foster: Chapter 4, pgs. 64-67 • Explore the Activity Reports logs <p>Reflecting on the Moodle Tools</p> <ul style="list-style-type: none"> • Post to the Toolbox Sharing Discussion Forum • Complete the Moodle Toolbox Reflection Assignment <ul style="list-style-type: none"> • More Moodle Discussion Forum
Unit 7	Quality in Online Courses (SLO 5, 12)	<ul style="list-style-type: none"> • Explore the <i>Quality Matters Rubric</i>, the <i>iNACOL National Standards for Online Course Quality</i> and the <i>NEA Guide to Teaching Online</i> • Complete the Evaluating Online Courses Assignment
Unit 8	Final Project – Designing Online Courses Best Practices (SLO 2, 4, 6, 7, 8, 9, 10, 11, 12)	<ul style="list-style-type: none"> • Read <i>Designing Online Courses: Best Practices</i> • Read <i>Using Moodle</i> by Cole & Foster: Chapter 15, pgs. 211-212 • Complete the Final Project Assignment • Post to the Final Project Discussion Board • Complete the Final Reflection

<i>Schedule of Topics</i>		<i>Assignments</i>
	Completing Your Assignments	<ul style="list-style-type: none"> • Complete the Course Checklist • Complete the Course Evaluation • Submit the Online Grade Form

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of their knowledge of course concepts guided by focus questions.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.
- Student demonstrated their understanding of the Moodle tools from a student perspective by fully engaging with the resources and activities.
- Student demonstrated their understanding of the Moodle tools from an instructor perspective by developing resources and activities appropriate for the online environment and fully engaging with the tools.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' ability to critically evaluate existing online courses through the use of a rubric.
- Students demonstrated knowledge of best practices and pedagogically sound instructional design practices through the development of an online course module, including the ability to link learning outcomes to pedagogically sound activities that are measurable.
- Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.
- Student demonstrated their ability to participant in a community of learners through their contributions to asynchronous discussion forums.

Grading Policies and Rubrics

250 total points possible

250 – 225 =A

224 – 200 = B or Credit Grade

Below 200 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.

- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- 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.

Major Assignments

- | | |
|---|-----------|
| 1. Learning on Demand Assignment | 25 points |
| 2. National Education Technology Plan Essay | 25 points |
| 3. Moodle Sandbox Reflection | 25 points |
| 4. Moodle Toolbox Reflection | 25 points |
| 5. Evaluating Online Courses Assignment | 25 points |
| 6. Final Project | 75 points |
| 7. Final Reflection | 25 points |
| 8. Discussion Forums | 25 points |

Students will be participating in discussion forums as they progress through the course. There is one grade for all of the forums which is based on the rubric.

Rubric for Evaluating Assignments

Assignments	Sub-Standard	Standard	Superior
Sloan-C Reports 25 points possible Superior= 25-23 Standard= 22-20 Sub-standard= below 20	Vague answers are provided for each of the three focus questions, no examples are presented to support students' understanding of the state of online education in the United States.	Detailed answers are provided for each of the three focus questions, less than three examples are presented to support students' understanding of the state of online education in the United States.	Comprehensive, clear and detailed answers are provided for each of the three focus questions, three or more examples are presented to support students' understanding of the state of online education in the United States.
National Educational Technology Plan Essay 25 points possible Superior=25-23 Standard=22-20 Sub-standard=below 20	The comparison between the original NETS-S and the refreshed 2007 NETS-S is vague, examples of how the standards have changed are missing or unclear, predictions as to what the standards may include in the next ten years do not reflect critical thinking and are not supported by examples, the future role of online learning is vague and a clear description of how the school or district is	A clear comparison between the original NETS-S and the refreshed 2007 NETS-S is presented, several examples of how the standards have changed are detailed, several predictions are made as to what the standards may include in the next ten years and are supported by examples, the future role of online learning is critically discussed and a description of how the school or district is addressing the standards	A clear, comprehensive and detailed comparison between the original NETS-S and the refreshed 2007 NETS-S is presented, three or more examples of how the standards have changed are detailed, three or more predictions are made as to what the standards may include in the next ten years that reflective critical thinking and are supported by examples, the future role of online learning is thoroughly

Assignments	Sub-Standard	Standard	Superior
	addressing the standards and supporting teachers in the area of online learning is disjointed and not supported with examples.	and supporting teacher in the area of online learning presented supported with examples.	discussed and a clear description of how the school or district is addressing the standards and supporting teachers in the area of online learning is comprehensively presented and supported with several examples.
Moodle Sandbox Reflection 25 points possible Superior=25-23 Standard=22-20 Sub-standard=below 20	Less than 100% of all the questions were answered, answers were vague and lacked critical thinking, no examples were provided to support the answers.	100% of all the questions were answered and presented, answers were, detailed and displayed critical thinking, concrete several examples were provided to support the answers.	100% of all the questions were thoroughly answered and presented, answers were comprehensive, clear, detailed and displayed critical thinking, concrete examples were provided to support each of the answers.
Moodle Toolbox Reflection 25 points possible Superior=25-23 Standard=22-20 Sub-standard=below 20	Less than 100% of all the questions were answered, answers were vague and lacked critical thinking, no examples were provided to support the answers, a working link and enrollment key was provided.	100% of all the questions were answered and presented, answers were, detailed and displayed critical thinking, concrete several examples were provided to support the answers, a working link an enrollment key was provided.	100% of all the questions were thoroughly answered and presented, answers were comprehensive, clear, detailed and displayed critical thinking, concrete examples were provided to support each of the answers, a working link and enrollment key was provided.
Evaluating Online Courses Assignment 25 points possible Superior=25-23 Standard=22-20 Sub-standard=below 20	Vague summary of an evaluation of at least one online course was presented, connections were disjointed or missing based on the QM rubric the National Standards for Online Course Quality or the Core Beliefs in Effective Online Education as identified in the NEA Guide to Teaching Online Courses and not supported with examples, strengths and weaknesses in the	Detailed summary of an evaluation of at least one online course was presented, connections were present based on the QM rubric the National Standards for Online Course Quality or the Core Beliefs in Effective Online Education as identified in the NEA Guide to Teaching Online Courses and supported with examples, strengths and weaknesses in the course were defined and supported with examples, suggestions and ideas for	Comprehensive, clear, and detailed summary of an evaluation of at least one online course was presented, connections were defined based on the QM rubric, the National Standards for Online Course Quality or the Core Beliefs in Effective Online Education as identified in the NEA Guide to Teaching Online Courses and concretely supported with examples, strengths and weaknesses in the

Assignments	Sub-Standard	Standard	Superior
	course were unclear and examples were missing, suggestions and ideas for implementation in the students' own course were minimal and lacked critical thinking.	implementation in the students' own course were detailed.	course were comprehensively defined and clearly supported with examples, several suggestions and ideas for implementation in the students' own course were detailed and displayed critical thinking.
<p>Final Project</p> <p>75 points possible</p> <p>Superior=67-75 Standard=66-60 Sub-standard=below 60</p>	<p>An incomplete course module is presented, a Welcome Letter or message containing instructions on how to progress through the module is hard to find or missing, module title and description is vague and target audience is not identified, learning objectives are incomplete or not measurable, no evidence of standards based assignments or activities are presented, the minimum required number of assignments and activities are not met or linked to content standards and NETS-S, assessment to measure student learning is missing or incomplete, a rubric for assessing student performance is minimal or missing, all of the required Moodle Resources and Activities (label, assignment, forum, weblink, text or webpage, and at least one other resource) are not utilized, navigation is unclear and cluttered, little or no evidence of best practices as identified in the course were considered in the</p>	<p>A complete course module is presented, a Welcome Letter or message containing instructions on how to progress through the module is easy to find, module title and description is clear appropriate and for the target audience, learning objectives are measurable and linked to content standards and NETS-S as well as at least one assignment and one learning activity, one assessment to measure student learning is presented along with a rubric for assessing student performance, all of the required Moodle Resources and Activities (label, assignment, forum, weblink, text or webpage, and at least one other resource) are utilized, navigation is clear, simple, and user friendly, module is designed with best practices as identified in the course in mind.</p>	<p>A detailed and complete course module is presented, a Welcome Letter or message containing comprehensive instructions on how to progress through the module is easy to find, module title and description is clear and highly appropriate for the target audience, learning objectives are measurable and obviously linked to content standards and the NETS-S as well as at least one assignment and one learning activity, at least one assessment to measure student learning is presented along with a detailed rubric for assessing student performance, all of the required Moodle Resources and Activities (label, assignment, forum, weblink, text or webpage, and at least one other resource) are appropriately utilized, navigation is clear, simple, and user friendly, module is clearly designed with best practices as identified in the course in mind.</p>

Assignments	Sub-Standard	Standard	Superior
	design of the module.		
Final Reflection 25 possible points Superior=5 Standard=4 Sub-standard=3	Reflection is vague in relation to course content, there is little or no indication plans for future implementation and there is not a connection between course assignments and primary learning outcomes.	Reflection is specific to the course content, strategies presented in the course, plans for future implementation is defined, an adequate description of the connection between the course assignments and the primary learning outcomes is presented.	Reflection displays critical thinking that is clear, concise, and specific to the course content, and plans for future implementation are included, a clear connection between the course assignments and the primary learning outcomes is presented.

Writing Requirements

Superior: Writing is clear, succinct, and reflects graduate level expectations.

Standard: Writing is acceptable with very few mistakes in grammar and spelling.

Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

Instructor/Student Contact

Built into the course requirements are contacts between the course instructor and the students via asynchronous discussions. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

Office Hours: M-F 8:00am – 5:00pm PST by phone 800-967-9365/559-322-7067
 24/7 via email: maryebennett@sbcglobal.net or Fax: 559-322-7635

How to send Email:

The subject line of all Email must contain the following information:
 course number your last name, first initial.

example: TEC 965 Bennett, M.

Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

References/ Resources

Delicious

(<http://delicious.com/maryebennett>)

This link is to my social bookmarking site. This site is constantly growing with relevant and valuable resources for teachers.

Bloom's Taxonomy Blooms Digitally

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

Cole, J., Foster, H. 2007. *Using Moodle: Teaching with the popular open course management system* (2nd ed). O'Reilly Community Press.

Ko, S, Rossen. S. 2010. *Teaching online: A practical guide* (3rd). Routledge.

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

Sloan Consortium. 2009. *Learning on demand: Online education in the United States* 2009. <http://www.sloan-c.org/publications/survey/pdf/learningondemand.pdf>

Smith, R. 2008. *Conquering the content: A step-by-step guide to online course design*. Jossey-Bass.

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/NACOL%20Standards%20Quality%20Online%20Teaching.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)

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:

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