**Course Approval Form**

**Action Requested:**
- [x] Create new course
- Modify existing course (check all that apply)
  - Title
  - Prereq/coreq
  - Credits
  - Schedule Type
  - Repeat Status
  - Grade Type
  - Other:

**Course Level:**
- [ ] Undergraduate
- [x] Graduate

**College/School:**
College of Education and Human Development

**Department:**
Division of Learning Technologies, IITS

**Submitted by:**
Priscilla Norton

**Ext:** 3-2015

**Email:** pnorton@gmu.edu

**Subject Code:** EDIT

**Number:** 769

**Effective Term:**
- [x] Fall
- Spring
- Summer

**Year:** 2012

**Title:**
- Current Banner (30 characters max including spaces): K12 Online Design II
- New

**Credits:**
- 1

**Repeat Status:**
- [x] Not Repeatable (NR)
- Repeatable within degree (RD)
- Repeatable within term (RT)

**Grade Mode:**
- [x] Regular (A, B, C, etc.)
- Satisfactory/No Credit
- Special (A, B C, etc. +IP)

**Schedule Type Code(s):**
- Lecture (LEC)
- Lab (LAB)
- Recitation (RCT)
- Internship (INT)
- Independent Study (IND)
- Seminar (SEM)
- Studio (STU)
- NET

**Prerequisite(s):**
EDIT 767

**Corequisite(s):**
EDIT 792

**Special Instructions:** (list restrictions for major/college/degree/prereq to be enforced by Banner)

Are there equivalent course(s)?
- [x] No

**Catalog Copy for NEW Courses Only** (Consult University Catalog for models)

**Description** (No more than 60 words, use verb phrases and present tense)
Focuses on the creation of online courses appropriate for K-12 learners and culminates in comprehensive design documents that detail goals, assessments, learning tools, and detailed scripts or documents ready for the production phase.

**Notes** (List additional information for the course)

**Indicate number of contact hours:**
- Hours of Lecture or Seminar per week: 15
- Hours of Lab or Studio: N/A

**When Offered:** (check all that apply)
- Fall
- [x] Summer
- Spring

**Approval Signatures**

**For Graduate Courses Only**

**Graduate Council Member**

**Provost Office**

**Graduate Council Approval Date**

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**For Registrar Office’s Use Only:**
Banner ___________________________ Catalog ___________________________

*revised 11/8/11*
GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Integration of Online Learning in Schools

EDIT 769
K-12 Online Design II
(1 credit hour)
NET

PROFESSOR(S)
Name:
Office phone
Office location
Office hours
Email address

COURSE DESCRIPTION

A. Prerequisites: EDIT 767; Corequisite: EDIT 792
B. Course description from the university catalog: Focuses on the creation of online courses appropriate for K-12 learners and culminates in comprehensive design documents that detail goals, assessments, learning tools, and detailed scripts or documents ready for the production phase.

NATURE OF COURSE DELIVERY: This course is structured around readings, reflections, and activities in a series of entirely asynchronous online modules using an online mentor-mentee learning model and focuses on the design of online learning course activities, materials, and resources appropriate for K-12 learners and culminates in comprehensive course design documents ready for the production phase.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Understand how courses designed with the FACTS model is instantiated in an online course,
2. Understand the role of a design document as a scaffold to online course design, and
3. Develop design documents that translate FACTS designs into implementation plans for the design of online courses.

PROFESSIONAL STANDARDS

This course is aligned with the International Association for K-12 Online Learning’s (iNACOL) (2010) National Standards for Quality Online Teaching. Standards A.4, A.5, A.6, J.1, and J.2 are covered by the program prerequisite for licensure. The full list and description of standards can be accessed at http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf.

Standards aligned with this course are:

Standard A - The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success. (A.1)
Standard B - The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment. (B.4, B.5)

Standard C - The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment. (C.6, C.8)

Standard H - The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals. (H.1, H.2, H.3)

Standard I - The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning. . (I.1, I.2, I.3, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.11, I.12, I.13)

Standard K - The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment. (K.1, K.2)

REQUIRED TEXTS

1. Readings accessible on course Web site.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements

1. Participation is mandatory, as discussions, readings, and activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all online discussions.

3. Each student is expected to participate in and complete all projects.

4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.

5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-based assessments

Participation (20 points): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.

Lessons/Unit Design Document (60 points): Using the curricular design from the prerequisite EDIT 767 course, students will create a design document to guide conversion of the curricular design to the design of a fully online course or a blended online learning course. Using a template accessible from the course Web site, students will detail technology resources, implement technology solutions to support curricular goals, and draft supporting materials consistent with design decisions in such a manner that they are ready for the production of all components.
**Electronic Portfolio (20 points):** Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning. This is the designated course performance based assessment and will be scored in Taskstream.

**C. Criteria for evaluation**

### Participation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 5 points x 4</th>
<th>Meets Expectations 3 points x 4</th>
<th>Does Not Meet Expectations 1 point x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Student participates on a consistent basis. They respond to posts in a thoughtful, intelligent, and timely manner that displays in-depth thought and consideration of the readings and discussions. Student engages with group on a regular basis and assists the completion of all group activities in an exceptional manner.</td>
<td>Students posts and participates on a regular basis. They respond to posts in a timely manner that displays consideration of the readings and other comments. Student participates with the group and helps with activities.</td>
<td>Student fails to participate in group discussions on a regular basis. Additionally, their posts do not indicate a consideration of the course material or posts from other students. They fail to assist in completing group activities.</td>
</tr>
</tbody>
</table>

### Project Products (60 points)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 5 points x 12</th>
<th>Meets Expectations 3 points x 12</th>
<th>Does Not Meet Expectations 1 point x 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Products</td>
<td>Design document demonstrates masterful implementation of practices for promoting online courses, design document creatively addresses all components of the design template, supporting documents detail implementation strategies carefully and comprehensively, design document robustly and clearly relates to and addresses learning goals for a course, technological applications reflect innovative and well thought out choices, design document is well constructed and carefully edited for spelling and grammar errors.</td>
<td>Design document demonstrates implementation of practices for promoting online courses, design document addresses all components of the design template, supporting documents detail implementation strategies, design document relates to and addresses course goals, technological applications reflect well thought out choices, design document is well constructed with minimal spelling and grammar errors.</td>
<td>Design document fails to demonstrate implementation of practices for promoting an online course, design document does not address all components of the design template, supporting documents do not competently support implementation strategies, design document inadequately or fails to address course goals, technological applications are poorly chosen, design document is poorly constructed with multiple spelling and grammar errors.</td>
</tr>
</tbody>
</table>

### End of Course Portfolio (20 points)

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations 5 points x 4</th>
<th>Meets Expectations 3 points x 4</th>
<th>Does Not Meet Expectations 1 point x 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Semester Portfolio</td>
<td>Includes a comprehensive set of artifacts with robust reflections for all components of the portfolio wiki and reflects mastery of concepts</td>
<td>Includes most artifacts and acceptable reflections for all components of the portfolio wiki, and reflection mastery of concepts studied during</td>
<td>Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.</td>
</tr>
</tbody>
</table>
studied during the course. Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio wiki. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice.

Implications for Practice Includes descriptions of what is learned embedded throughout the portfolio wiki. Reflections express connections to course concepts and to implications for K-12 online learning practice.

Descriptions of what is learned are poorly developed throughout the portfolio wiki. Reflections fail to express connections to course concepts and to implications for K-12 online learning practice.

Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.

Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.

Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.

Reflections express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.

Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.

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The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio wiki is carefully edited for spelling and grammar errors.

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The portfolio wiki is poorly constructed and represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio wiki has multiple spelling and grammar errors.

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D. Grading scale

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Course Design Document</td>
<td>60%</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69-below</td>
</tr>
</tbody>
</table>

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
• Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

• Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

• Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

• Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

• The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

• The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROPOSED CLASS SCHEDULE

Student’s work in this course is based on the curricular design that they produced in the prerequisite EDIT 767 and focuses on the application of knowledge and skills acquired in other course work as the student develops strategies to turn their curricular course design into a fully online course or a blended online learning course. They will develop technological solutions to learning goals associated with their curricular course design. Because this course is a centered on student’s individual needs and teaching practice, the schedule is directed toward development of a design document and supporting materials created based on student’s needs. Thus, it is not realistic to establish a schedule independent of the student’s course. In collaboration with the course instructor, the student will review the template for the design document and supporting materials placed on the course Web site, establish a list of tasks to be completed, a deliverable schedule for each task, and share and discuss their design document and supporting materials plan consistently and interactively with their instructor (mentor) over the duration of the course. This plan will constitute the proposed class schedule.