Department of Curriculum and Instruction (C&I)
Distance Education Development Plan – "A Living Document"
Draft – March 29, 2010

College of Education Vision and Mission

The Mission of the College of Education at New Mexico State University is to serve the people of New Mexico through education, research, extension education, and public service with specific emphasis on the recognition of diversity; innovative practices; overcoming barriers to learning and development; international activities; the use of technology; and literacy and numeracy for diverse populations in New Mexico, surrounding states and border communities.

The Vision of the College of Education is to transform lives through quality education that effectively transcends the boundaries of culture, language, socio-economic status, age and geographic place, and in ways that honor the socio-cultural context of learners.

Department of Curriculum and Instruction Vision Statement (Draft)

The Department of Curriculum and Instruction at New Mexico State University provides a complex, diverse, and professional environment for students to grow as socially responsive educators and professionals in a variety of disciplines. The department prepares teachers for pre-K through 12 schools, post-secondary teaching and scholarship, and educational leadership through programs in Bilingual Education; Critical Pedagogies; Early Childhood, Elementary, and Secondary Education; Language, Literacy, and Culture; Learning Technologies; and, TESOL through a critical multicultural lens. The department is composed of diverse and experienced educational practitioners, scholars, and activists who support learners in a multiplicity of ways, *including face-to-face, online, and hybrid formats*. We envision and enact dispositions, competencies, and pedagogies that will build and sustain social justice communities within geo-political, socio-cultural, and historical contexts. These contexts inform how knowledge is shaped and represented, transforming classrooms, schools, and communities.

The Department of Curriculum and Instruction recruits students who show potential and interest, both personal and professional, to embrace multicultural education and a social justice view of curriculum and pedagogy. Students must commit themselves to take risks to develop the knowledge, dispositions, competencies, and pedagogies to transform themselves, their classrooms, their schools, and their communities. The multicultural professional experience for undergraduates and graduates at New Mexico State University is intended to enable students to begin a process of learning about themselves, their social roles, and the necessity of that process for their socio-cultural and socio-political transformations. The department demands learning as activism, which is fundamental for students and faculty to become responsible and committed professionals to create educational, cultural, and social change. Change emanates from understanding the intersections of race, ethnicity, nationality, class, gender, language, gender orientation, sexuality, and many other hidden or seemingly invisible manifestations.

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Introduction

The initial teacher preparation program in Elementary Education (Bachelor of Science) is offered off-campus at the Alamogordo, Carlsbad, and Grants Campuses. At these campuses, students can receive a Master's degree plus licensure in Elementary Education leading to initial teacher preparation.

Master of Arts in Education degrees (Curriculum and Instruction, Early Childhood Education, and Educational Learning Technologies) are offered online. Students with a bachelor's degree and teaching license can acquire advanced preparation through online technologies leading to a Master of Arts in Education (Curriculum and Instruction, Early Childhood Education, and/or Educational Learning Technologies).

Students with a bachelor's degree and teaching license can obtain a reading endorsement online. The Department of Curriculum and Instruction also offers online Master of Arts in Teaching (MAT) degrees in Science, Spanish, and Online Teaching and Learning (OTL).

The Doctor of Philosophy (PhD) and Doctor of Education (EdD) degrees in Education (Curriculum and Instruction) are offered online in cohort groups. Cohorts begin every other year.

Information about C&I graduate programs is available at:
        http://education.nmsu.edu/ci/ci_distance_ed.html and http://education.nmsu.edu/ci/ci-graduate-programs.html

Contact information for C&I faculty is available at:
        http://education.nmsu.edu/ci/faculty.html

For purposes of this document a "candidate" for an MA program has filed an "Application for Admission to Candidacy," which formally lists curriculum requirements for the student's program of studies, with the Graduate School. This is done no later than after the completion of 12 credits of graduate work. Upon approval by the graduate dean, the student will be formally admitted to candidacy. For the doctoral degrees, students advance to candidacy upon the successful completion of the comprehensive examination, the recommendation of the committee, and the approval of the graduate dean.

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Distance Learner Profile

Typical online students are "time-strapped" educational professionals who need the flexibility of online learning in order to continue their education. There is a College of Education commitment to provide access to learning opportunities for Curriculum and Instruction students. Effective educational communities need professionals with BA, MA, and PhD/EdD degrees to enhance meaningful learning experiences for all stakeholders.

Distance Education Development Plan

NCATE Standard One: Candidate knowledge, skills, and professional dispositions. What assessments are used to monitor candidate performance and determine that proficiencies in standards are being met by candidates in distance learning programs? What do the disaggregated data indicate about candidates in distance learning programs meeting standards?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline and Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
Masters Distance Education (DE) candidates meet the same admission standards as face-to-face (f2f) candidates, including grades, essays, and recommendations.	Review the assessment tools used for ongoing assessment in DE programs. Develop ways to disaggregate data for program development.	• Ongoing • DE candidates must meet same standards	• Department • Office of Teacher Candidate Preparation (OTCP) when appropriate • DE Coordinator		• Salaries
Masters DE candidates take the same courses and assessments as f2f candidates during the programs. Courses in online program are sequenced.	Use Tk20 software to document development of College of Education (COE) Conceptual Framework (CF) and Curriculum and Instruction (C&I) program goals.	• FALL 2008-SPRING 2010 for all C&I faculty using TK20	• All C&I faculty with assistance of COE Assistant Director of Distance Education and the C&I DE Coordinator		• Salaries • Time • TK20 money
Masters DE candidates take the same final assessments as f2f candidates (MA	Continuing assessments have the same weight as standardized tests. Consider a final portfolio	By SPRING 2010 The C&I Department and	Department Chairs/Program Area Coordinators		Salaries/Time

Exam or Thesis or alternative MA course and NMTA). Exam proctors are available at the branch campuses.	through the Tk20 assessment tools. Bring DE candidates to campus for the MA Exam and/or find other ways to help DE candidates feel connected to NMSU. Consider a final student survey. Short and long term data and ongoing assessments are needed.	departmental programs will make action decisions based on Action Plan ideas			
Doctoral DE candidates meet the same admission standards, take the same courses, and assessments as f2f candidates.	Continue comprehensive assessments.	Ongoing	Department Chair/Program Area Coordinators		Salaries/Time

NCATE Standard Two: Assessment System and Unit Evaluation. What evaluations of the distance learning programs provide systematic and ongoing data for use in program improvement? What changes have occurred as a result of these evaluations?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
COE Director of Distance Education sends out course assessments that address technical aspects of DE courses. Faculty have an option to add questions. Communication is not consistent to faculty members. There is inconsistency between face-to-face and online for evaluations (e.g. online sent out by DE Coordinator, face-to-face	Review when, where, and how programs are evaluated. Address pre-, mid-, and post-assessment strategies. Examine existing data (e.g. number of graduates). Develop employer surveys, student work review, online surveys, and/or design-based research. Articulate how program evaluation information is communicated to faculty, administrators, and distance education staff. Develop an evaluation system:	Fall 2009 and Ongoing	COE Assistant Director of DE; C&I Distance Education Committee (DEC)		Office Staff

distributed by instructor). What is the administrative evaluations structure needed for programs and for single courses?	decide upon instrument. (Design different evaluations for people in single class and those in cohort. Design a communication plan.				
Results of MA Exit Exam or Master's Alternative Comprehensive (MAC) or Thesis	For MAT and MA+ licensure, develop three formal transition points that are assessed (1. TEP Application, 2. EDUC509 ST Block, 3. ST Completion) using Tk20 data of students' portfolio work. (Review data collection tools used by ECE program for practicum, mid-term student teaching and final student teaching assessments.) Look at appropriateness of three points.	Initiate Spring 2010 Use results of transition point assessments to modify programs.	OTCP Faculty		GA and/or Office Staff
MA program exit survey modeled after the DOC program exit survey has begun.	Require survey with application for MA Exit Exam or registration in MAC or Thesis. Use results to modify programs.	Initiate Summer 2009			
There is a College of Education Distance Education Office	Review the model and role of the COE Distance Education Office. What is the role of the administrator given increase in use and focus of DE on technology and pedagogy, not just technology.				
Some undergraduate courses are being converted to hybrid or online.	Include undergraduates in evaluations of individual courses.				

NCATE Standard Three: Field Experiences and Clinical Practice. What are the required field experiences for candidates in distance learning programs? How do distance learning programs in professional education ensure that field experiences and clinical practice are well sequenced, supervised by trained personnel and monitored by unit faculty, and integrated into the program?

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Early Childhood Education (ECE), Elementary, and Secondary candidates are supervised and monitored at transition points (practicum, mid-term, and final student teaching).	Get input from Program Coordinators and SPED faculty	Spring 2009	DE Committee		
Selected MA core courses include field experiences. EDUC515 requires 20 hours of community service and EDUC517 requires conducting an action research project in a PreK-16 setting and reporting/presenting results in that setting.	Review similarity of field experiences between DE and f2f candidates. Discuss field experiences in DE courses with C&I faculty.				

NCATE Standard Four: Diversity. How does the unit ensure that the curriculum provided through distance learning reflects diversity and prepares candidates to work with all students? How does the unit ensure that candidates interact with diverse faculty and peers? How does the unit ensure that candidates work with diverse student populations?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
C&I online courses and programs address issues of diverse learners, including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.	* Review how the departmental multicultural education statement guides C&I on-site and distance education courses and programs. * Review and address recruitment practices to ensure that diverse candidates are entering program. * Review and address recruitment from rural communities to ensure that diverse rural communities are	Ongoing throughout academic year	All faculty who teach online distance learning.		

	represented inclusive Native American and Hispano communities. * Address curriculum adaptation necessary to meet the needs of diverse communities in rural areas (i.e. lack of technological infrastructure; certain type of technological expertise; assumption that all candidates come from a middle class socioeconomic status) * Encourage hybrid courses (candidates in some communities may participate more in online discussions). * What is preparation of part time (adjunct and/or graduate assistants) for congruency with overall departmental philosophical vision/mission?			
Field Experiences occur in diverse locations as required by instructors.	Review classes that have a field based component in order that experiences working in diverse school contexts are ensured for candidates. Review classes that have a field based component in order that experiences working with diverse P-12 students are ensured for candidates.			
Department has an overarching vision and mission that supports diversity.	(How is this used in DE programs? Needs to be enacted somehow).			
Diverse faculty teach the	(Data?) Establish a process for			

classes. (Data?)	ensuring that diverse faculty are engaged in teaching Distance Education courses.				
Use of Dispositions should be utilized and mirror the process for their use in TEP (for teacher candidates)

Also, teacher dispositions might also be useful for another purpose here (as a means for adapting towards addressing diversity reflected in curriculum)

Several Core MA classes (EDUC 515, 516, 517, 518) address diversity and curriculum. | Ensure that Dispositions evaluative tool is utilized in Distance Education coursework similarly as in C & I face to face classes.

Integrate C & I faculty in this process

Instructors for these courses should be under purview of: Department Head who reviews instructors with Coordinator of Multicultural Education | | | | |

NCATE Standard Five: Faculty Qualifications, Performance, and Development. What are the qualifications of faculty members who teach via distance delivery that indicate they are proficient in the delivery method? How do faculty qualifications and performance evaluations differ for faculty in distance learning programs?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
NMSU faculty are invited or volunteer to teach via online formats. Faculty are expected to acquire professional learning through ICT or the Educational Technologies Group and/or the	Document the technology and pedagogy education and training taken by DE faculty. Develop an organized system for professional development/learning related to DE technology and pedagogy. Program Coordinators will work	(18 months) Faculty will have increased their knowledge in the following: Blackboard, Skype, Centra, and online	Program Area Coordinator Department Head DE Coordinator		Salaries and time

Teaching Academy (TA).	with the DE Coordinator in support for faculty new to DE or who are having challenges. Invite faculty from the College of Extended Learning, ICT, and the Teaching Academy (TA) to discuss DE technology and pedagogy with C&I faculty. Include a specific category for distance education in the Performance Evaluation.	learning community development			Faculty/Student input to define.
Adjunct faculty with technology background and experience are recruited.	Adjunct faculty will be required to have training in the most current NMSU Distance delivery system. Each adjunct faculty will have access to faculty mentors in their program area.	18 months Fall 2009	Program Area Coordinator Department Head DE Coordinator		Salaries and time

NCATE Standard Six: Unit Governance and Resources. To what extent are the design and delivery of distance learning programs consistent with the mission of the institution and the unit, supported by a conceptual framework and knowledge base, guided by a long-range plan, and supported by adequate resources?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
Design and delivery of distance learning programs is currently consistent with the mission of the institution and the unit.	On a yearly basis the Department and DEC will collect data such as syllabi, pedagogical tools, and assessments in order to insure said consistency is maintained.	Fall, 2009 and ongoing.	COE director of Distance Education, COE and C & I administration, and open faculty input.		C & I Department, Distance Education funds, and COE administration.
Design and delivery of distance learning programs is currently	On a yearly basis the Department and DEC will collect data such as syllabi, pedagogical tools, and	Fall, 2009 and ongoing.	COE director of Distance Education, COE		C & I Department, Distance Education funds,

supported by the COE conceptual framework and knowledge base.	assessments in order to insure said consistency is maintained.		and C & I administration, and open faculty input.		and COE administration.
Design and delivery of distance learning programs is currently guided by the COE and C & I long-range plans.	On a yearly basis the Department and DEC will collect data such as syllabi, pedagogical tools, and assessments in order to insure said consistency is maintained.	Fall, 2009 and ongoing.	COE director of Distance Education, COE and C & I administration, and open faculty input.		C & I Department, Distance Education funds, and COE administration.
Design and delivery of distance learning programs are currently supported by adequate resources.	Hold routine meetings with administration to discuss needs and resources.	Fall, 2009 and ongoing.	COE director of Distance Education, COE and C & I administration, and open faculty input.		C & I Department, Distance Education funds, and COE administration.

NCATE Standard Six: Unit Governance and Resources. How are distance learning programs, including programs that are acquired through contract with an outside vendor or delivered in a consortium arrangement, controlled, coordinated, and evaluated by the unit?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
COE Assistant Distance Education Director coordinates and directs course offerings and instructors according to departmental needs and results of student evaluations.	Communication and coordination between faculty, C & I office, and Distance Education is maximized. Explore structural modifications, multiple program sources, and individual class offerings. Collate existing data.	Fall, 2009 and ongoing.	Distance Education Director, C & I, and Dean		Distance Education staff assumes this responsibility.

NCATE Standard Six: Unit Governance and Resources. How are distance learning candidates provided advisement and personal access to faculty similar to that provided traditional candidates?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
Students can reach faculty through virtual office hours, as well as face-to-face, email, and phone.	Update technology as appropriate. Develop Website and other electronic information resources. Create video biographies of faculty on Media Site. Continue summer events for faculty and online doctoral students. Have Centra and Skype gatherings. Increase faculty contact by providing information in multiple sources.	Ongoing	Individual Faculty and Departmental Administration	Student feedback; Program exit surveys; Surveys on Blackboard	Faculty and C & I Department
Course discussions chat rooms, Centra, etc. are ongoing.	Update technology as appropriate. Develop Website and other electronic information resources. Provide seminars/discussion with online advisors.	Ongoing	Individual Faculty and Departmental Administration		Faculty and C & I Department

NCATE Standard Six: Unit Governance and Resources. To what extent is the balance of part-time and full-time faculty, requirements for scholarship and service, and evaluation processes similar for faculty members who teach via distance learning and for other faculty members?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
Consistent with present description of expectations for face-to-face tenure track, non-tenure track, and adjunct faculty.	Continue, through keeping online courses consistent with face-to-face, including instructional personnel requirements.	Ongoing	Administration and Department Head		Administration

NCATE Standard Six: Unit Governance and Resources. What technical system is in place to ensure consistent and reliable delivery of the program and provide necessary security for testing and assessments (e.g., monitoring that the person completing assignments is actually the person enrolled in the program)?

Current Context/Conditions/Data	Objectives/Action Plan	Timeline & Target Results	Person(s) Responsible	Evaluation	Resources/Est. Budget
Banner Number and Login ID is required.	Include a face-to-face "image" technology portion. Connect assessment activities to online F2F virtual discussions. Have phone conversations with each of them. Have individual conversations with students before they complete activities.	Fall, 2009 and ongoing.	Faculty, with support of Distance Education Office.	MA Final Exam Doctoral written exams	Faculty; Distance Education Office; C & I Department; Administrative Funds.