

## Online Professional Development Credit Bearing Courses

These rules shall govern the presentation of online courses as provided by approved licensure renewal providers.

- All courses must satisfy the current course requirements set forth in Chapter 17.11(4).
- All courses must have a syllabus approved by a licensure renewal coordinator prior to the beginning of the course. The syllabus shall be available on-line and include but not limited to the following:
  - Course description
  - Course goals and objectives
  - Course outline, with connection to the Iowa Core
  - Bibliography of theoretical works that forms the basis of the content
  - Listing of course requirements that are practical applications of concepts and their impact on students
  - Instructional strategies employed
  - Hardware, software and connectivity requirements for students
  - Competency-based evaluation criteria
  - Timeline for completion of assignments
- Courses delivered online must use the base formula of 15 “in-class” hours per credit at the minimum, plus (for graduate credit) 30 additional hours of reading, writing, research, or classroom application per credit.
- Online courses must be as rigorous as courses offered in a face-to-face format.
- Online course must be taught by approved instructors, as judged by the license renewal coordinator from the agency administering the course.
- Instructors must identify within the proposal multiple documentation methods to monitor active student participation.
- The local license renewal coordinator and instructor must determine how technical support will be provided to enrolled students.
- The instructor must cooperate with all course evaluation procedures established by the BoEE and license renewal provider.

### Formal Guidelines

- Online courses must have an interactive format including but not limited to: student to student, instructor to individual student, instructor to whole group, student to instructor. The interactive format may be synchronous and/or asynchronous.
- Online courses must have a pre-determined schedule of assignments, interactions, and activities with an established beginning and ending date.
- Blended courses may combine online components with face-to-face components. They still must total the number of hours required per credit, and follow all the same guidelines as fully online courses. Local AEAs can determine if they would like to run blended courses through their catalog, or would prefer it done through AEA PD Online.

# Time Estimate Form

Use this form to plan the time to be spent in various course activities. For the course proposal, you must identify the time (both in-class and out-of-class) for each class component on your syllabus (e.g. Lesson: Understanding Copyright - 1 in-class hour)

Activity	Estimated Amount of time to complete
<b>1. Participation in 2-way synchronous interactive discussions</b>	_____Hours
<i>Possible media include:</i> ICN or Polycom Videoconferencing (e.g. Zoom, Skype, iChat) Web-based whiteboard (e.g. Elluminate, Adobe Connect Pro) Other options: _____	
<b>2. Participation in asynchronous discussions/collaboration online.</b>	_____Hours
<i>Possible media include:</i> Threaded discussions (in Moodle) GoogleDocs or cloud-shared collaboration Blogging/commenting Completing online assessments/surveys Viewing & commenting on other student projects/videos Other online collaborative projects (e.g. creating a group recording, graphic organizer, repository of information, timeline, lesson plan, etc.) Other options: _____	
<b>3. Participation in long-distance “instructor-led” direct instruction</b>	_____Hours
<i>Possible media include:</i> Recording/Video of lesson Instructor-created learning module (e.g. virtual tour, tutorial, screencast, simulation, text-based lesson) Other options: _____	
<b>4. Blended Only: Face-to-Face time</b>	_____Hours
	Total _____Hours

\*\*\*\*\*1, 2, 3 and 4 must equal 15 hours per credit\*\*\*\*\*

## Additional activities that would not be part of the 15 hours include:

- Reading external resources articles (other than “lecture-type” materials created by the actual instructor)
- Completing individual homework (i.e. work that is not collaborative)

## Guidelines for hour determination

*Note: while actual user participation times will vary depending on the speed and engagement level of the learner, for planning sake, these are some guideline averages for time involved for asynchronous collaboration.*

- Threaded discussion: 1 hour for initial post (100-word) and read other classmates’ posts. 2 hours to reply and read other classmates’ replies
- Google Docs collaboration: 1 hour per 1000-word collaboration page, including links
- Blogging/commenting: 30 min. per 300-word blog, 10 minutes to read/respond to one blog
- Other online collaboration: The instructor should try completing the project as a student to determine the time commitment that would be involved.