

April 17, 2009

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RE: Role and Mission for CSU-Global Campus Graduate Programs

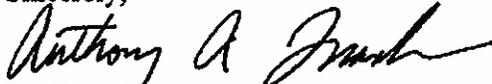
Dear Dr. Carnahan:

Colorado State University is a comprehensive graduate research university whose role and mission includes offering a broad array of graduate programs. We have reviewed the three graduate programs currently being offered by CSU-Global Campus, using internal processes parallel to our normal reviews of CSU graduate programs. These degrees are:

Masters of Science in Organizational Leadership
Masters of Science in Online Teaching and Learning
Masters of Science in Management.

Our review has included consultations with the relevant Colleges (the College of Business and the College of Applied Human Sciences), our Faculty Council Committee on Scholarship, Research, and Graduate Education, and our University Curriculum Committee. With this letter we affirm that the graduate degrees offered by CSU-Global Campus are fully compatible with our role and mission.

Sincerely,



Dr. Tony Frank
Interim President



Dr. Rick Miranda
Interim Provost & Executive Vice President



April 17, 2009

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Dr. Julie Carnahan
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RE: Academic Standards for CSU-Global Campus Graduate Programs

Dear Dr. Carnahan:

Three Master's degree programs and their associated courses were created from courses that had been taught at CSU and acquired and developed for the distance market by CSU-GC in conjunction with faculty and departments at CSU-FC. These are Master's programs in:

Organizational Leadership
Management
Online Teaching and Learning

We have reviewed these three graduate programs, in particular their course materials and their curricula, with our Faculty Council Committee on Scholarship, Research and Graduate Education and our Faculty Council University Curriculum Committee. These are the standing curricular review committees to which all proposals for graduate courses and programs of study at Colorado State University - Fort Collins would be submitted. Both bodies consulted with the relevant Colleges to obtain detailed information on the academic standards of the courses and curricula. Both bodies have now given us assurances that the courses and curricula have academic requirements and standards that are comparable to Master's programs offered by our University. I concur with this assessment.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rick Miranda".

Dr. Rick Miranda
Interim Provost and Executive Vice President

COLORADO STATE UNIVERSITY-GLOBAL CAMPUS

PROPOSAL FOR A MASTER'S DEGREE in TEACHING AND LEARNING

Description of Program

The Master's in Teaching and Learning provides relevant and practical skills for students who desire to become leaders in the modern, distance learning environment. The Master's in Teaching and Learning is designed for academic administrators, instructional designers, as well as k-12, corporate, or university educators. The program coursework addresses education administration, adult learning and learning theory; instructional models and delivery; and curriculum development and assessment of student learning; culminating in a capstone project.

This program is unique from other education programs offered both within the CSU system and nationally in that it focuses specifically on teaching and learning and affords learners with an opportunity to select a specialization in Online Teaching and Learning or Organizational Studies.

Role and Mission Criteria

Colorado State University-Fort Collins' statutory role and mission:

Colorado State University shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, masters, and doctoral degree program. Consistent with the tradition of land grant universities, Colorado state university has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. Colorado state university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. (C.R.S. §23-31-101).

The proposed program aligns with the statutory role and mission of CSU and will enhance the capacity of the University to continue to fulfill its mission as a land-grant university. Offering this program through CSU-Global Campus will expand the University's ability to deliver high-quality, graduate educational opportunities through online delivery and expand access to degree programs for the citizens of Colorado.

While there is no standard measure for determining what differentiates a Master of Science (M.S.) from a Master of Education (M.Ed.) degree, traditionally the M.Ed. program is designed for P-12 as is stated in CSU-Pueblo's description of their M.Ed. program. While this CSU-Global Campus degree is oriented toward the field of education, it is not designed specifically for the P-12 teacher. Rather, the anticipated audience includes a range of educators from P-12, community colleges, higher education, non-profit, public, and corporate organizations. Furthermore, the Teaching and Learning program moves beyond instructional aspects to include competencies for designing skills for leading the design, implementation, and evaluation of educational programs within these diverse settings. As such, CSU-Global Campus is seeking to

provide a degree that is both recognizable and marketable for our students working within and outside of traditional education. Master's degree programs such as this presented here tend to be oriented toward practical skills with an applied focus. This stands in contrast to M. Ed. programs that are typically focused on P-12 environments and less desired in non-traditional educational setting such as business and industry.

CSU-Global is committed to offering the rich and diverse academic resources of the Colorado State University System to the state of Colorado and beyond through timely, dynamic, accessible and relevant and demand driven courses, programs and academic experiences. The program offered through CSU-Global Campus will be unique because of the:

- Online delivery formats utilizing active mastery learning curriculum and instruction design techniques.
- Courses and programs accessible for students at time, location, and modality appropriate to their needs.
- Program content and focus to address ongoing development needs carefully identified through ongoing assessment activities.
- Program content is applicable to current learning activities and is at a level consistent with other distance graduate programs offered by CSU-FC.
- Admissions criteria are designed to reflect the important goal of inviting students to continue their higher education engagement, or to re-engage with higher education in learning formats and modalities allowing students to remain in their current locations, work activities, or family commitments, yet are consistent with the admissions criteria for CSU-FC.
- Opportunity to finish a Master's degree that will be job or career relevant.
- Opportunity to choose areas of specialization, which are particularly career enhancing.

Post-approval review evaluations are being planned, organized, and initiated each academic cycle.

Market Demand

Student Demographics

The typical student served by this program will be 25-49 years of age. This program will serve working adults who want to advance into education-related activities within their current employer, reenter the workforce and/or enter into a new career field. This degree will also serve students looking to transition into the growing professional training market. The specializations within this degree will also allow students to learn fundamental online teaching principles and the practical application to relevant and emerging careers. Finally, it is very likely that this program will draw students who would not otherwise come to a university campus such as CSU-FC for an on-campus graduate experience.

Comparable Programs

Regional Programs

National Programs

Admission and Graduation Standards

As required by the November 13, 2008 action by the Colorado Commission on Higher Education, applicants for this program must meet the same requirements for admission that apply generally to students at CSU-FC. The admission of graduate students at CSU-FC is monitored by the Vice Provost for Graduate Affairs (VPGA), who works with individual departments to determine the academic match between a prospective student and the degree program. Students who do not meet the minimum criteria for Regular Admission are considered under Provisional Admission guidelines as defined by Faculty Council. For CSU-GC student admissions, the following classifications are defined in a manner that matches with the CSU-FC admissions. Finally, the VPGA is a member of the CSU-GC Academic Council.

Admission and Graduation Standards

Applicants for this program are required to meet the requirements for admission that apply generally to students in comparable distance education programs at CSU-FC, which offers Regular Admission and Provisional Admission to its graduate programs.

- Applicants for the Program will be offered Regular Admission if they have a baccalaureate degree from an accredited institution with at least an undergraduate GPA of 3.0 (A = 4.0).
- Under Track II Admissions, applicants may be offered Regular Admission if they have at least 5 years of appropriate professional experience following the award of a baccalaureate degree with an undergraduate GPA below a 3.0 (A = 4.0). An Applicant must submit a current resume showing at least 5 years of appropriate professional experience and a statement of purpose that contains: (1) a summary of professional or personal goals; (2) a statement regarding the Applicant's educational goals; and (3) a statement indicating how this learning will contribute to the applicant's long-term goals.
- Applicants who petition to waive the 3.0 minimum undergraduate GPA requirement may be offered Provisional Admission if they can present evidence that successful completion of the degree program is likely. Examples of evidence that may be considered for a waiver include: high scores on the GRE aptitude test, higher scores on the GRE advanced test, excellent letters of recommendation, relevant professional experience, and other indicators of exceptional motivation and performance.
- Applicants must submit official transcripts for all undergraduate coursework.
- Students enrolled in the program must maintain Academic Good Standing for the duration of their academic program. Academic Good Standing for graduate students is defined as maintaining a minimum cumulative GPA of 3.0 or above for all credits attempted.

- Should students fail to meet the above-indicated standard during any semester, they will be placed on probation for the subsequent semester. Continued failure to meet satisfactory academic progress will result in dismissal from CSU-Global.
- Students may apply no more than six semester credits of work with a grade of C (i.e., C or C+) toward graduation requirements. Only grades of A, B, C, and S fulfill graduation requirements for graduate programs. Graduate students may repeat a maximum of six semester credits of graduate courses. Courses in which a grade of C (i.e., C or C+) or better was earned may be repeated and no course may be repeated more than once. When a course is repeated, the subsequent grade only is included in the graduate GPA.

To remain in Academic Good Standing, a student's cumulative graduate GPA must remain at 3.00 or better. If the graduate GPA falls below 3.00, a graduate student will be placed on probation. Students have one semester to show progress toward good standing. Probationary students with 12 or more semester credits of graduate work will be dismissed whenever progress toward good standing is not demonstrated or whenever the graduate GPA falls below 3.00. A student may take up to six credits beyond the program requirements (including repeated credits) to improve the cumulative graduate GPA to the required minimum of 3.00 at time of graduation.

Degree Program of Study

The courses are designed to be offered for distance delivery through the learning management system, Blackboard. CSU-Global Campus has built a system for development of the course based on a team that includes the content expert, an instructional designer, and a media specialist. The master syllabus, which is acquired from an accredited institution such as CSU-FC, is the template for the development of the modules and course content. The syllabus is built into a distance delivery environment using a team that includes the content expert(s), a faculty member from CSU-FC, and an instructional designer with oversight from the Academic Director.

Curriculum Description

By separating the Master's in Teaching and Learning program into a six plus six format, students may earn 18 graduate hours in their professional discipline (e.g. Online Teaching and Learning or Organizational Studies) while grounding their practice in sound pedagogical strategies. This will be particularly attractive for community college educators who seek to hone their teaching and learning skills and advance within their respective disciplines. Further, students in the Master's degrees in Management or Organizational Leadership who are interested in online training, may earn the Sloan Consortium certification through the Online Teaching and Learning specialization. The capstone course is the final course of the program and will be taken following satisfactory completion of the first five (5) courses of the degree and the six (6) courses of the chosen specialization.

The program consists of 36 credit hours of course work: 18 hours in the program and 18 hours in the graduate specialization.

The Master's in Teaching and Learning is built on competencies:

1. Generates strategies for planning, developing, administering, evaluating, and managing education programs.
2. Examine various learning theories and apply teaching techniques and assessment strategies.
3. Demonstrate mastery of instructional strategies for adult learners in a variety of instructional milieu.
4. Analyze curriculum development principles and assessment and evaluation strategies and apply to a variety of learning settings.
5. Explore contemporary and emergent technologies relevant to teaching and learning.

Core Courses

Administration, Management and Planning in Educational Organizations	Historical and contemporary perspectives of management and organization in educational organizations in the United States. Course surveys modern institutional concerns in both secondary and postsecondary institutions.
The Adult and Nontraditional Learner	Introduction to adult and nontraditional learners; current theory, research, and practice relating to various nontraditional student populations are examined.
Strategies for Teaching Adults and Nontraditional Learners	Advanced examination of adult and nontraditional students in educational and training settings; with emphasis on distance learning instructional techniques, critical reflection, and application.
Models of Instructional Delivery	Examination and analysis of historical and contemporary models for delivery of instruction. Focus on applications of instructional methods in the virtual classroom, as well as other distributed learning models.
Curriculum Development and Design	Philosophies and theories guiding the development of curriculum and courses for effective learning. Practical application in establishing quality assurance models for online teaching and learning at the instructional level.
Capstone Project	This course provides students the opportunity to demonstrate the culmination of their learning in the Master of Online Teaching and Learning through the design of a capstone project or portfolio of customized professional work.

Course Sequence

Student will be encouraged to take Administration, Management and Planning in Educational Organizations as their first course. This course contains specific information regarding the CSU-Global experience, introductory information about the library, and student support services such as Smarthinking.

Students should also plan to take The Adult and Nontraditional Learner before Strategies for Teaching Adults and Nontraditional Learners. The Capstone course should be the student's last course, taken after completing the degree core and all six courses in the specialization.

The Master's in Teaching and Learning provides relevant and practical skills for students who desire to become leaders in the modern, distance learning environment. Course work addresses issues of instruction, program development, and program management in various contemporary web-based educational environments.

Master's in Teaching and Learning Degree

Students take six core courses in the degree along with one of the specializations noted below:

- The Organizational Studies Specialization will further enhance their applicable knowledge to the various idiosyncrasies of today's diversity concerns and the integration of technology to facilitate competitive advantage.
- The Online Teaching and Learning Specialization will provide students the ability to design policies and processes for policy analysis, online technology, assessment and program development.

Specialization in Online Teaching and Learning

The prestigious Sloan Consortium and CSU-Global Campus have collaborated to offer students in the Master's in Teaching and Learning an opportunity to earn the Sloan Consortium's Certificate in Online Teaching as part of their CSU-Global degree program. This dual offering is the only of its kind for programs in this academic area.

Program Competencies:

- Prepare strategies for developing, administering, evaluating, and managing online programs.
- Examine various learning theories and apply teaching and assessment strategies to online learning environments.
- Demonstrate mastery of instructional and media design principles for online learning.
- Apply curriculum development principles to online learning environments.
- Explore contemporary and emergent technologies relevant to online learning environments.

Specialization in Organizational Studies

Knowledge of the organizational structure and the ability to provide leadership are recognized as necessary competencies in today's global competitive environment. Facing generational changes, swift economic changes, and the innovation and advancement in technology organizations are seeking leaders with the capability to understand the implications of the structure and systems of business. Today's leaders with knowledge of business organization and the ability to be forward thinking are leading industry change and the ability to move into a global economy.

Program Competencies:

- Demonstrate the application of leadership theories within an organizational system.
- Analyze and integrate innovation and identify where change and innovation create opportunity.
- Synthesize the application of management theory through leadership and the human application within organizations.
- Examine the human issues of managing and leading in a global society.

Outcomes Assessment

The last course in the degree program is the capstone course. Upon completing the five courses for the degree core and the six courses in the specialization, this course provides the student an opportunity to summarize the knowledge obtained through their course of study and apply the concepts to their own or similar industries. Assessment of the student's integrated and applied learning will serve as a partial basis for program assessment.

A comprehensive, systematic process for continuously improving academic programs will be implemented to assess student learning. This process includes improvement planning for student services and academic support areas. It helps programs coordinate multiple improvement reporting requirements—regional accreditation, specialized accreditation, and program review results—linking them to strategic planning. Use of direct assessment methods, faculty evaluation of data results that identify programmatic strengths and weaknesses, and formative improvements based on assessments are characteristics of the process. Online access to program assessment plans, best practices, and student learning research instruments, enables faculty and staff to share information.

Program Faculty

Faculty who teach in this program will have a graduate degree (terminal degree or master's degree with an exceptional record of professional and academic teaching history). Faculty must have at least 18 graduate credit hours or documented equivalent professional experience in the discipline in which they will teach. Faculty must have online teaching experience and are required to complete nationally recognized online teaching certification programs.