


UNIVERSITY of WISCONSIN  
**LA CROSSE.**



**EASTERN**  
WASHINGTON UNIVERSITY

**Distance Education/Online and Non-traditional Graduate Programming**

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**Institutional Profiles:  
Regional Comprehensive Universities**

	<b>UW-La Crosse</b>	<b>Eastern</b>
Undergraduate Students	9,617	10,060
Graduate Students	963	1,134
Undergraduate Programs	102	100+
Graduate Programs	31 (2 Doctoral)	50 (1 Doctoral)
Online Graduate Programs	4 UWL degree programs 3 UW Consortium	4 degree programs, 4 cert programs
Hybrid Graduate Programs	???	1+ ?

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**Stories**

Starting out

- We have a problem - Can I do something?

Enhancing the Rigor

- Satellite post-master's cert ➔ fully online, NASP aligned-EdS

Evolving to the Student Population

- Stagnant Applications, Changing student Professional Characteristics, First Year Hybrid roll-out and positive outcomes/lessons learned

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### NASP Shortages

Practitioner Shortages!  
Graduate Educator Shortages

- Only ~500 out of ~3100 received a doctoral degree in 2018
- About 60% of doctoral graduates work in schools, is there a way to tap this resource?

NASP Report of Graduate Education in School Psychology: 2017-2018

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### Considerations for Distance Education in School Psychology - NASP 2017

- Graduate Preparation Standards (2010) do not describe any unique criteria for distance education, **nor do they preclude any programs using distance education from applying for or obtaining program approval or accreditation** (.p.3)
- Various professions have distance education training programs
  - ▾ Has the train left the station?
  - ▾ How do we develop capacity?

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### School Psychology in Wisconsin

Down ~200 FTE

Superintendents Survey

- Key personnel
- 25-30%: openings; 80%+ anticipated in 5 years.

Pupil Service Directors

- Want to "Grow our Own"

School Psychology Potential Student Interest

Month	Interest
24-Apr	21
24-May	40
24-Jun	46
24-Jul	55
24-Aug	66
24-Sep	75
24-Oct	79
24-Nov	90
24-Dec	100
24-Jan	111
24-Feb	128
24-Mar	134

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### Developing From Scratch

**Faculty**  
Busy! The role of practitioners?  
MUST: Instructional Designers

- Initial Training
- Ongoing Support

**Accreditation**  
NASP vs. DPI Accreditation

Standards Consistent  
Instruction Changes

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### More Details

**Curriculum**  
2 x 7 weeks vs. 15 weeks  
Scope & Sequence

- F2F: 2 years + Intern
- Online: 3 years + Intern

Year	Value
Year 1	-50,000
Year 2	-75,000
Year 3	-25,000
Year 4	100,000
Year 5	200,000
Year 6	220,000

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### National View: Faculty Perceptions

Beliefs of Effectiveness Utilizing Online Learning

Effectiveness Category	Online Knowledge	Online Skills	Blended Knowledge	Blended Skills
More Effective	10	5	0	0
Equally Effective	50	20	80	30
Less Effective	30	80	20	30
Do Not Know	10	10	10	10

Fischer, Moy, Bloomfield, Whitcomb, & Florell, 2020

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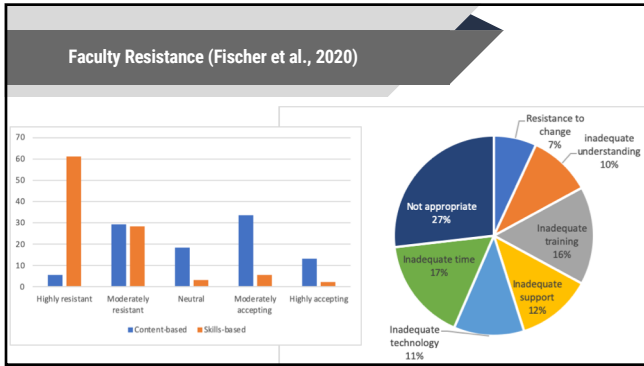
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### High Quality Online Delivery

Best Practices

- University support/teaching of online content
- Pre-planning

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### Quality Matters (Rubric)

- Course Overview/Introduction
- Learning Objectives/Competencies
- Assessment and Measurement
- Instructional Materials
- Learning Activities and Learner Interactions
- Course Technology
- Learner Support
- Accessibility and Useability

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**What makes this different for faculty?**

- Relationship Building
- Planning
- Platform
- Benefit of Consistency
- Student Expectations

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**Running A Class**

- Asynchronous Components:
  - ▷ Lectures and Readings
  - ▷ Discussion Boards
  - ▷ Assignments
- Synchronous Components:
  - ▷ Live Sessions - dates assigned prior to each quarter
  - ▷ Intentional relationship building and practice/application of material through breakout groups (Example)

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**Program Considerations**

- Strong Content Management System
- Intentional and Responsive Instruction
- Commitment to Positive Learning Environment
- Student Supports -
  - ▷ Writer's Center
  - ▷ Technology Support

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**Essential Collaboration**

- Work with Committees
- Inclusion/informing part-time teaching faculty
- Faculty Resources Folder (Teaching Guide)
- TSP \* 2 posters

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**Lessons Learned Along the Way**

Successes

- LMS/CMS
- Newer technologies
- Internal and external supports

Challenges

- 3rd Party organizations
- Internal and external perceptions

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**Where are your challenges?**

- Are there challenges you're experiencing that you'd like us to discuss?
- Other specific questions?

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Start-Up Supports

- What would be helpful for programs who want to develop distance-learning components?
- What would make this easier?
- What could we provide that would be useful?

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Questions?  
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