The University of Toledo offered its first online course in 1998 and its first fully online program in 2002. Currently the university offers 40 fully online programs and over 500 online courses each semester. The Department of Learning Ventures provides comprehensive support to faculty in online course design, development, delivery, and revision for continuously improvement. The primary goal of the Pathway to Master Online Instructor Program (Pathway) is to ensure the quality of our fully online programs so that students will achieve desired learning objectives and have a satisfactory online learning experience.
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<td>UTLV2000 ADA Compliance and Online Courses – Fully Online and Blended</td>
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</tr>
<tr>
<td>UTLV4000 Online Course Design Certificate – Fully Online</td>
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<tr>
<td>Peer Reviewer Course</td>
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</tr>
<tr>
<td>Acknowledgements</td>
<td>10</td>
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</tbody>
</table>
Introduction
The University of Toledo offered its first online course in 1998 and its first fully online program in 2002. Currently the university offers 40 fully online programs and over 500 online courses each semester. The Department of Learning Ventures provides comprehensive support to faculty in online course design, development, delivery, and revision for continuous improvement. The primary goal of the Pathway to Master Online Instructor Program (Pathway) is to ensure the quality of our fully online programs and courses so that students will achieve desired learning objectives and have a satisfactory online learning experience.

Program Objectives
Upon completion of the program participants will be able to:

- Design effective online courses by incorporating QM standards and best practices of online learning with technology;
- Deliver well-structured online courses with technology effectively;
- Apply the QM rubrics and the QM process to review online courses and provide helpful recommendations; and
- Mentor novice online instructors in online course design and delivery.

Program Components
Learning Ventures established the Pathway program to meet our online faculty’s needs in course design, delivery, and continuous improvement. The program includes four (4) unique aspects related to online course design and development, online course delivery, ADA compliance, and continuous course improvement with QM standards. The Applying Quality Matters Rubric workshop is included in this program in assisting faculty in course revision, and the Quality Matters Peer Reviewer Course is provided to experienced online instructors who would like to serve as peer reviewers and mentors. The mentors will guide new online instructors in online course design and revision.
Online Teaching Certificate - Fully Online Course

This 4-week online course prepares faculty and teaching assistants at The University of Toledo to effectively facilitate teaching and learning in an online environment. Participants gain insight into online teaching and learning through discussing, sharing, peer mentoring, collaborating, and self-reflecting. The course also enables participants to practice using various online communication and assessment tools as they complete learning activities from the student perspective.

The course is organized into 4 modules outlined as Introduction, Course Preparation, Course Facilitation, and Assessment and Management. Each module begins with an introduction, followed by measurable learning objectives, learning activities, and a checklist of how learning will be assessed. At the end of each module, extra resources are provided to further expand and extend the participants’ learning. In each module, participants explore general concepts related to online teaching, and will have opportunities to practice and reflect on key concepts through a range of individual and group activities.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>75</td>
<td>17</td>
<td>92</td>
</tr>
</tbody>
</table>

ADA Compliance and Online Courses - Fully Online Competency-Based Course or Blended

The ADA Compliance and Online Courses is a six-week, self-paced course that prepares faculty for addressing accessibility when designing and developing their online courses. The course covers topics that range from discussing accessibility law to identifying course design considerations for inclusivity and learning how to format course content and other documents for accessibility. Participants can choose to follow a suggested schedule to complete all modules within six weeks, or they can finish all course requirements within the academic year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2014-2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

This course is also available to faculty, instructors, and teaching assistants in a blended approach. Participants can complete four face-to-face workshops about accessibility and how to make accessible
content in Word and PowerPoint, PDF, and Blackboard. Once the workshops are completed participants complete a capstone project demonstrating their ability to create accessible content for online delivery.

**Blended Approach (three face-to-face workshops and one project)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Word &amp; PPT Basic</th>
<th>PDF</th>
<th>Blackboard</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015*</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>2013-2014</td>
<td>14</td>
<td>5</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

*As of June 30, 2015, some sessions of the summer semester are still in progress.

**Online Course Design Certificate** - Fully Online Course or Blended

This certificate course aims to prepare faculty to effectively design instructional materials, learning activities, and assessment for online delivery. Participants gain insight into online pedagogy and Best Practices through discussing, sharing, peer mentoring, collaborating, designing modules, and self-reflecting. Participants can choose either the fully online course or the blended approach with online and face-to-face workshops and a capstone project.

**Fully Online Course**

The 8-week fully online course contains eight online modules. Participants complete all learning activities and design an online module by the end of the course, which enables participants to demonstrate what they have learned in an applied setting, while building a foundation for additional course development.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2014-2015</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>10 (in progress)</td>
<td>10</td>
</tr>
</tbody>
</table>

**Blended Approach**

If a faculty member is unable to take the fully online course, we offer a blended approach. The blended approach contains five sessions that prepare faculty for online course design by integrating technologies and best practices. Workshops in this approach are delivered in a face-to-face faculty training lab or via Blackboard Collaborate, our web conferencing platform, synchronously online. After completing all the workshops, participants complete a capstone project demonstrating their skills in building an online learning module that align instructional materials, learning activities, assessments.
Session 1 Introduction
This session provides an introduction to online teaching and learning, an opportunity to learn ways to help the learner get started, write measurable learning objectives, and discuss the importance of course alignment.

Session 2 Course Design
This session introduces faculty to the fundamentals of online module design, alignment, and assessment. The session includes alignment 101, designing online modules, designing the course structure, customizing the appearance of a course, and rubrics.

Sessions 3 Copyright and Academic Integrity
This session addresses copyright and academic integrity issues in online teaching and learning. The session includes two workshops regarding copyrights and topics to address academic integrity.

Session 4 Activity Design with Technology
This session provides faculty opportunities to explore technologies in learning activity design. The session includes blogs and journals for reflective learning, online discussions, wikis for collaborative learning, and videos for effective learning.

Session 5 Capstone Project
This session provides faculty an opportunity to apply the knowledge and skills grasped in the above sessions and create an online module as the capstone project. Participants first create measurable learning objectives for the course module of their choice, and then align all critical course components (instructional materials, learning activities, technologies, and assessment) to the stated learning objectives. The first phase is to create a module alignment plan. The final project is a complete learning module.

<table>
<thead>
<tr>
<th>Workshop/Academic Year</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15*</th>
<th>Total*</th>
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<tr>
<td>Introduction to Online Teaching and Learning</td>
<td>17</td>
<td>3</td>
<td>6</td>
<td>19</td>
<td>45</td>
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<tr>
<td>Getting Learners Started</td>
<td></td>
<td>8</td>
<td></td>
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<td></td>
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<td>Writing Measurable Learning Objectives</td>
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<td>4</td>
<td>13</td>
<td>17</td>
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<tr>
<td>Alignment 101</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Designing Online Modules</td>
<td></td>
<td>29</td>
<td>20</td>
<td>17</td>
<td></td>
<td></td>
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<tr>
<td>Customizing the Appearance of Your Course</td>
<td></td>
<td>1</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>Rubrics</td>
<td>47</td>
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<td>5</td>
<td>8</td>
<td>67</td>
<td></td>
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<td>Online Delivery, Copyright, and You</td>
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<td></td>
<td></td>
<td>53</td>
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<tr>
<td>Promoting Academic Integrity Online</td>
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<td></td>
<td></td>
<td>2</td>
<td>2</td>
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<tr>
<td>Blogs and Journals for Reflective Learning</td>
<td>12</td>
<td>6</td>
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<td></td>
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<td>Wikis for Collaborative Learning</td>
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<td>Using Video for Effective Online Learning</td>
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<tr>
<td>Total</td>
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<td>7</td>
<td>3</td>
<td>118</td>
<td>86</td>
<td>331</td>
</tr>
</tbody>
</table>

*As of June 30, 2015, some sessions of the summer semester are still in progress.

In the past 5 academic years 331 faculty, staff, and teaching assistants have completed at least one of the workshops in this blended approach.
Applying Quality Matters Rubric

Quality Matters (QM) is designed to improve the quality of online and blended courses by establishing a peer-reviewed quality assurance review process. In this workshop, participants become familiar with the Quality Matters standards and participate in a practice peer course review of an online course using the review tools. After successfully completing this workshop, participants gain practical ideas to improve their own courses using the QM Standards, and be eligible to move into the Online Peer Reviewer Course. The workshop is offered in both online and face-to-face formats.

This workshop is delivered 3 times a year in either a face-to-face or an online format. Faculty can also attend this workshop offered by any Ohio QM Consortium member institution.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15*</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>4</td>
<td>8</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>87</td>
</tr>
</tbody>
</table>

*As of June 30, 2015, some sessions of the summer semester are still in progress.

QM Peer Reviewer Course

This QM Peer Reviewer Course is designed to prepare experienced online faculty to become Quality Matters Certified Peer Reviewers. The Peer Reviewer Course includes a review of Quality Matters, practice critiquing and writing helpful recommendations, and a Practice Review in which the participants are asked to review specific standards in an online course using a simulated online rubric tool.

Upon successful completion of this course, eligible participants must complete and submit an Application as well as a Memo of Understanding in order to become a QM Certified Peer Reviewer. QM Certified Peer Reviewers are eligible to serve on both QM-managed and Subscriber-managed course reviews.

Each academic year, Learning Ventures awards a $200 professional development grant for 10 experienced online instructors to complete this certificate course so that they can serve on Quality Matters review teams. This certificate course provides substantial knowledge and experience for participants to learn Quality Matters standards and review process to equip faculty to review their own courses and certify them to become peer reviewers for QM official review.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Participants</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
Program Impacts
In Fall 2014 semester, 33 faculty who have completed one of the pathway program attended our faculty celebration event. During the event participants exchanged their thoughts about the pathway program and how the program has impacted their course design and delivery.

Since the launch of the Pathway program many faculty have completed at least one of the courses in the program.

<table>
<thead>
<tr>
<th>Program/Year</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Total*</th>
</tr>
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<tbody>
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<td>OTC</td>
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<td></td>
<td>17</td>
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<tr>
<td>ADA-CBL</td>
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<tr>
<td>ADA-BL</td>
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<td>OCDC – Online**</td>
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<td>OCDC – Blended***</td>
<td>117</td>
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<td>3</td>
<td>118</td>
<td>86*</td>
<td>331*</td>
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<td>PRC</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

* As of June 30, 2015
** This course is currently in a pilot run with 10 faculty members taking this course.
*** Many faculty have completed workshops in this blended program, but none have completed the entire required workshops and the capstone project in the new configuration as the blended.

Assessment Report on Faculty Development 2013-2014
During 2013-2014 academic year, seventy-five (75) out of 84 participants have successfully completed the Online Teaching Certificate course with a complete rate of 89.3%. Seventy-one (7)1 of the 75 participants have completed the course design evaluation survey with a response rate of 94.7%. Sixty-nine (69) out of the 71 participants indicated that they have achieved the course learning objectives with a rate of 97.2%. The rest of the participants reported that they achieved the learning objectives to a moderate extent.

During 2013-2014 academic year, two online workshops and one face-to-face workshop of the Applying Quality Matters Rubric were offered. Twenty-eight (28) out of 38 participants have successfully completed the course with a complete rate of 74%. Twenty-one (21) of those who completed the workshop were UT faculty and staff. Eighty-three percent (83%) of the 24 participants who responded to the workshop evaluation reported that they were satisfied with the workshop. While 4.0% reported they were not satisfied with the workshop. However, all of them responded they have achieved the workshop learning objectives.

During 2013-2014 academic year, totally 65 participants (head count) have attended the workshops in the Blended Approach. Thirty-seven (37) out of 65 participants have completed the workshop evaluations administered via SurveyMonkey.com with a response rate of 56.9%. A hundred percent (100%) of the 37 responses indicated the workshops were helpful. Responses to questions regarding specific workshop objectives indicated that they have achieved the learning objectives.
What Did Faculty Say?
Faculty members who have participated in this Pathway program expressed their satisfaction and appreciation of offering the program thorough our workshop and course evaluation as well as communication with our designers via emails.

Because of Learning Ventures, my students are learning more and have a stronger sense of engagement with my courses. Not only has LV enhanced my online teaching, but it has positively impacted my face-to-face teaching as well. The Quality Matters seminar delivered by LV staff was expertly done, and the seminar has improved my teaching and the structure of my courses.

~ Lee M. Heritage, PhD. Associate Professor in College of Communication and the Arts

I have had the pleasure and privilege of working with Phoebe Ballard and Mingli Xiao for the past seven years. Both women have been in cooperation an inspiration and a great source of knowledge for me...

Last semester, I enrolled in the online certification course, which was taught by both women, the class was informative and very relevant to my needs...

As a final note, I can only state, that their role in my teaching, which is reflected in my own teaching is therefore very important for the educational enrichment of my students and their educational goals.

~ Yolanda Mora-Calderon, M.Ed. Adjunct Professor of Spanish

The QM standards helped reassure me that even though I had limited time to build an entire online program, with leadership from an instructional designer, we incorporated many of the standards supported by Quality Matters. As an example, students are provided with objectives and these are explained in lecture and PowerPoint presentations, with actual hands-on activities. In addition, the testing uses the appropriate type of assessment tool in order to evaluate learning outcomes.

Anyone teaching online will benefit from a one day Quality Matters course. Whether you are just starting out or a seasoned instructor, the session provides a valuable learning experience. Faculty will discover there numerous ways to present and improve courses.

As for taking the online 2-week Peer Reviewer Course, I believe this is for individuals who enjoy performing audits and helping others improve the quality of their courses. We are fortunate that the University and the State helped make this opportunity available. In these tough economic times, it's nice to be provided with a reduced cost continuing education opportunity. At some point, I hope to put my training to the test!

~ Marie Janes, Senior Lecturer, Health Information Administration

I learned a great deal about the importance of aligning online course curriculum with the learning objectives of the class. I am now following many points on the QM rubric to improve the content and delivery of my online instruction, and I have adapted some of the learning techniques used in the workshop as teaching strategies in my current DL class.
~ Suzanne Smith, Senior Lecturer, Department of English

It was a pleasure to be in your OTC course. The myriad of ideas we explored were quite impressive! As the new semester nears I will be working on my online strategies and exploring the technology as I try to master the new tools. Thank you providing a positive, upbeat approach in your course. It was a joy to see such optimism at the university level. As I had mentioned before, I watch the teacher’s teaching style just as much as the course content and you have reminded me of what quality teaching is all about.

~ OTC Participant

Just got this from a student and thought I would share it with you because it directly bears upon what I learned in your class. Although I was working up to 50 hours a week at two different jobs, rubrics, and daily class emails and strategic individualized responses to students created a much improved version of the course. Thanks again for all the support and guidance.

~ OTC Participant

I really enjoyed participating in the Quality Matters Rubric workshop where I learned the ‘nuts and bolts’ of how to design and evaluate university level online courses. The most valuable aspect of the course was completing the exercises and the engaging conversations I had with my colleagues. As a result of taking this workshop I plan to use the QM methodology to assess and redesign my Africana Ecotourism course and to become a certified QM peer reviewer.

~ Jill M. Humphries, PhD, MPH, Distance Learning Professor, Africana Studies Program
Program Contributors

Program Supervisor/Advisor
Barbara Kopp Miller, Ph.D.

Program Director/Designer
Peter You, Ph.D.

UTLV1000 Online Teaching Certificate
Phoebe Ballard, M.Ed. – project coordinator, designer, and facilitator
Mingli Xiao, Ph.D. – designer and facilitator

UTLV2000 ADA Compliance and Online Courses – Fully Online and Blended
Jonee Lee, M.Ed. – designer and facilitator

UTLV3000 Online Course Design Certificate – Blended Approach
Phoebe Ballard, M.Ed. – designer and facilitator
Rachel Barnes, M.Ed. – designer and facilitator
Jonee Lee, M.Ed. – designer and facilitator
Robert Nix, M.A. – designer and facilitator
Christopher Prevette, M.S. – project manager, designer, and facilitator
Todd Rains, B.A. – designer and facilitator
Mingli Xiao, Ph.D. – designer and facilitator
Peter You, Ph.D. – designer and facilitator

UTLV4000 Online Course Design Certificate – Fully Online
Phoebe Ballard, M.Ed. – project coordinator, designer, and facilitator
Mingli Xiao, Ph.D. – designer and facilitator

Applying Quality Matters Rubrics
Rachel Barnes, M.A. – online facilitator
Peter You, Ph.D. – face-to-face and online facilitator

Peer Reviewer Course
This course is offered by the QM program.

Acknowledgements
The program director would like to thank Sue Ann Hochberg for our scholarly dialogues regarding strategies to engage faculty in online learning, Justin Ballard and his department for providing technology support, Lance Stoll and his department for keeping track of course registration, Todd Rains for the graphics he designed, and Om Thapa for data entry and analysis. The program director would also like to express his appreciation to Dr. Barbara Kopp Miller, Associate Provost for Online Education, for her leadership and support. Finally, the program director would like to thank our faculty for their participation in this program and providing valuable feedback.
Online Teaching Certificate

This 4-week online course prepares faculty and teaching assistants at The University of Toledo to effectively facilitate teaching and learning in an online environment. Participants gain insight into online teaching and learning through discussing, sharing, peer mentoring, collaborating, and self-reflecting. The course also enables participants to practice using various online communication and assessment tools as they complete learning activities from the student perspective.

Homepage

Weekly Content
### Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DUE</th>
<th>TOPIC</th>
<th>LEARNING AND DISCUSSION ACTIVITIES</th>
</tr>
</thead>
</table>
| 1    | 3/7 | Introduction to Teaching Online | By Thursday at 11:59 PM:  
1. Read the course site and syllabus.  
2. Deliberate on the maps.  
3. Read and review the content posted under Week 1 Introduction to Teaching Online.  
4. Read and review the content posted under Week 1 Introduction to Teaching Online.  
5. Ask questions in the discussion forums for Week 1 and 2 and respond to at least three of your peers. |
| 2    | 4/1 | Preparing Your Course and Learners | By Thursday at 11:59 PM:  
1. Read the course site and syllabus.  
2. Deliberate on the maps.  
3. Read and review the content posted under Week 2 Preparing Your Course and Learners.  
4. Ask questions in the discussion forums for Week 2 and respond to at least three of your peers. |
| 3    | 5/1 | Facilitating Your Course | By Thursday at 11:59 PM:  
1. Read the course site and syllabus.  
2. Deliberate on the maps.  
3. Read and review the content posted under Week 3 Facilitating Your Course.  
4. Ask questions in the discussion forums for Week 3 and respond to at least three of your peers. |
| 4    | 6/1 | Assessing and Managing Your Course | By Thursday at 11:59 PM:  
1. Read the course site and syllabus.  
2. Deliberate on the maps.  
3. Read and review the content posted under Week 4 Assessing and Managing Your Course.  
4. Ask questions in the discussion forums for Week 4 and respond to at least three of your peers. |
| 5    | 7/1 | Course Wrap Up & Evaluation | By Thursday at 11:59 PM:  
1. Read the course site and syllabus.  
2. Deliberate on the maps.  
3. Read and review the content posted under Week 5 Course Wrap Up & Evaluation.  
4. Ask questions in the discussion forums for Week 5 and respond to at least three of your peers. |

### About the Course

**QM Recognized Course**

![QM Logo]

**Quality Matters Higher Education Program 2014**

**Blackboard Exemplary Course**

![Blackboard Logo]

**CATALYST AWARD**

![CATALYST Award Logo]
ADA Compliance and Online Courses

The ADA Compliance and Online Courses is a six-week, self-paced course that prepares faculty for addressing accessibility when designing and developing their online courses. The course covers topics that range from discussing accessibility law to identifying course design considerations for inclusivity and learning how to format course content and other documents for accessibility.

Homepage

Module Page

Modules

Module 1: Introduction to Web Accessibility

Module 2: Web Accessibility Principles

Module 3: Web Accessibility Considerations

Module 4: Blackboard Learn Accessibility

Module 5: Accessible Word Documents (Electronic)

Module 6: Accessible PowerPoint Presentations (Electronic)

Module 7: Accessible PDF Documents (Electronic)

Another common type of document we like to upload in our courses are PDF documents. However, some PDF documents are only standard images of text. In this module, learn how to properly format a PDF for accessibility. *NOTE: You must have access to Adobe Acrobat XI to complete this module.
Online Course Design Certificate

The 8-week fully online course contains eight online modules. Participants complete all learning activities and design an online module by the end of the course, which enables participants to demonstrate what they have learned in an applied setting, while building a foundation for additional course development.

Homepage

Weekly Content
Getting Started

Welcome to the Online Course Design Certificate Course!

Purpose: The purpose of this course is to provide an overview of the course design process. The course is divided into five modules, each focusing on a different aspect of course design. The modules are designed to be self-paced, allowing students to work at their own pace. The course is open to anyone interested in improving their course design skills.

Module Outline:

1. **Introduction to Course Design**
   - Overview of course design principles
   - Importance of course design in education

2. **Course Design Process**
   - Stages of the course design process
   - Best practices for each stage

3. **Course Evaluation and Feedback**
   - Methods for collecting feedback
   - Techniques for analyzing feedback

4. **Course Development**
   - Tools and technologies for course development
   - Creating engaging course content

5. **Course Implementation**
   - Strategies for implementing a course
   - Monitoring course effectiveness

Module Structure:

- Each module contains a series of lessons, each focusing on a specific aspect of course design.
- Lessons are presented in a modular format, allowing students to start and stop at any point.
- Each lesson includes readings, activities, and assignments to help students apply what they have learned.

Course Requirements:

- The course is open to anyone interested in improving their course design skills.
- There are no prerequisites for the course.
- The course is self-paced, allowing students to work at their own pace.

Evaluation:

- The course is evaluated through a combination of readings, activities, and assignments.
- Students are required to complete a final project that demonstrates their understanding of the course material.

Support:

- Students are encouraged to ask questions and seek support from the course facilitators.
- The course facilitators are available via email and online discussion forums.

Course Schedule:

- The course begins on [start date] and ends on [end date].
- The course runs for [number of weeks] weeks.

Course Materials:

- Reading assignments
- Activities and assignments
- Final project

Delivered by [course provider]
Now that we understand the benefits of proper planning, what is the first task that you tackle when planning your trip? You might initially be thinking of "big picture" things like deciding whether you should board your pet, or planning which tourist attractions or activities to see or do along the way. Or you might be thinking of smaller tasks like deciding which pair(s) of shoes to pack or determining whether you should schedule a hair cut before your trip. No matter which item is at the top of your planning checklist, it will be critical for you determine where you want to go, and which route you are going to take along the way.

Establishing the learning objectives for a course is very similar to choosing a destination for a journey. In this module, we will learn how to choose a proper destination by writing measurable learning objectives with the help of Bloom's Taxonomy. We will also learn how to map an appropriate route by applying the concept of alignment.

**Learning Objectives**

Enabled: Statistics Tracking

At the end of this module, you should be able to:

- Define the following terms: learning goals, learning objectives, learning outcomes, Bloom's Taxonomy, alignment
- Describe the role of learning objectives in online course development and delivery
- Create clearly defined learning objectives using Bloom's Taxonomy
- Describe how Bloom's Taxonomy and QM Rubric Standards can guide the alignment process
- Align unit level objectives with course level objectives
- Align courses and unit level objectives with assessment