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Online Course Development Manual

Updated September 2017

Table of Contents

Introduction 2

Standards of Quality 2

- The QM Rubric 3
- Accessibility 3
- Glossary of Terms 3

The Development Process 4

- Required Documentation 4
- Online Course Development Steps - Graphic 5
- Online Course Development Steps - Description 5
  1. Gather Resources 5
  2. Get QM Training 5
  3. Develop/Revise your Online Course 6
  4. Develop Course Map 9

The Review Process 12

Appendix

- Appendix A: Quality Matters Rubric Standards 2014 Edition 15
- Appendix B: Accessibility Handout 16
- Appendix C: Statement of Intent and Purpose 20
- Appendix D: Online Course Procedures Agreement 21
- Appendix E: Service Contract Agreement 24
- Appendix F: Course Map Graphic 25
- Appendix G: Course Map Template and Example 26
- Appendix H: Bloom's Taxonomy 35

Introduction

This Online Course Development Manual describes documentation and institutional resources available to faculty teaching online at Texas A&M International University (TAMIU). The Instructional Technology and Distance Education Services Office is responsible for providing support to faculty in all stages of course design process. It also provides technical support to faculty and students on all questions related to TAMIU's official Learning Management System and any other third party instructional technology applications used to deliver online instruction. The Office of Information Technology is also responsible for archiving course materials developed by faculty contracted as "work-for-hire." Please reference SAP 17.02.02.L1.99 "Compensation for Online Course Development" for questions regarding compensation available for those who develop online courses and the criteria for qualifying for and receiving these payments.

The development process of a course planned for online delivery is more rigorous than traditional face-to-face instruction. Since there are fewer opportunities to adjust instruction and course activities based on mutual agreement between faculty and students, an online course must be well organized from the beginning. Student evaluation feedback has shown that a distance education course that is not aligned or consistent causes much confusion. On the other hand, students report a high degree of satisfaction when courses are well planned from the first day of class. All TAMIU online courses must meet quality standards before being offered for the first time. The quality standards that have been adopted by our institution is Quality Matters (QM) and the metric used is the QM Rubric (Appendix A).

Based on the QM Rubric, quality courses are defined as follows:

- have content organized into learning units or modules;
- have observable, measurable, and clear learning goals with learning experiences that directly support the goals;
- provide opportunities for learner interactions with content, peers, and the instructor;
- are consistent in design;
- provide active learning options through the use of technology;
- emphasize high expectations; and
- represent a welcoming learning community respectful of diversity.

Standards of Quality

TAMIU has adopted the nationally recognized Quality Matters (QM) program for its peer-based approach to course improvement.

Quality Matters provides a means of establishing and implementing peer reviews for online courses. Course reviews, conducted by a team of Quality Matters certified peer reviewers, highlight good design elements and provide feedback on areas of improvement. A course that meets Quality Matters standards is awarded a nationally recognized Quality Matters official recognition.

The goal of Quality Matters is to ensure a high quality experience for online learners. Quality Matters has criteria that a course must meet in order to be QM recognized. These criteria include meeting at least 85% of the QM standards. The course content is the range of the content expert within the alignment guidelines of objectives, activities and measurement as specified by the QM Rubric. A more complete description of the QM Rubric follows.

The QM Rubric

The QM rubric (Appendix A) consists of a set of 43 specific elements based on research and established standards by which to evaluate the design of online courses. After you complete your QM training, an Instructional Designer (ID) will be assigned to assist you with course development. All IDs have been QM certified as Peer Reviewers. Peer Reviewers are certified to utilize the rubric and review courses for QM.

Accessibility



AT TAMIU, we believe that all students should have equal technology opportunities in the classroom. Web accessibility for online course content includes being able to access the content even though a person may have visual, auditory, physical, speech, cognitive, and/or neurological disabilities. Handouts, word processing documents, PDFs, web pages and PowerPoint presentations with pictures can all be uploaded to your course. For more information on how to make readings available, see Appendix B. Faculty teaching online is required to take the "Accessibility Matters" training through TrainTraq.

Glossary of Terms

As with any implementation, it is important that everyone involved speak the same language. Below is a glossary of terms for online instruction.

APPQMR: Acronym for Applying the Quality Matters Rubric Workshop.

Asynchronous: Web-based learning that happens at different times and places for students and the instructor(s).

Blended Learning: Learning in which full-time classroom face-to-face instruction is combined with web-based learning, in which learners have some control over time, place, path, or pace of their learning.

Course Home Page: The first screen learners view when they log into their course. A course home page should be user-friendly, intuitive, welcoming, and include information on what a learner should do in order to get started with the online courses.

Distance Learning: A formal process of delivering instruction via electronic or other media regardless of the location of the student or the instructor.

Hybrid learning: Learning that combines face-to-face and web-based learning in synchronous and asynchronous formats, in which face-to-face seat time is replaced by web-based learning (50% or <).

Modules: Sequence of learning activities generally organized by weeks or units of study. Examples of module activities and assignments include readings, discussions, practice exercises, projects, or formative and summative assessments.

Module Introduction Page: The first page a learner views before they begin studying the module. Common elements located inside a module introduction page include a description of the module, topics, learning objectives, and a calendar of assignments.

Online Course: A course which is entirely online, delivered through the use of technology, and eliminates geography as a factor in the relationship between the student and the University.

Quality Matters Rubric: Set of standards created to guide the development, enhancement, and evaluation of online courses.

Synchronous: A real-time learning event (webinar, web conference, course) in which a group of students and or an instructor are engaging in learning at the same time, be it face-to-face, or mediated by technology.

The Development Process

A course being proposed for development must meet the following criteria:

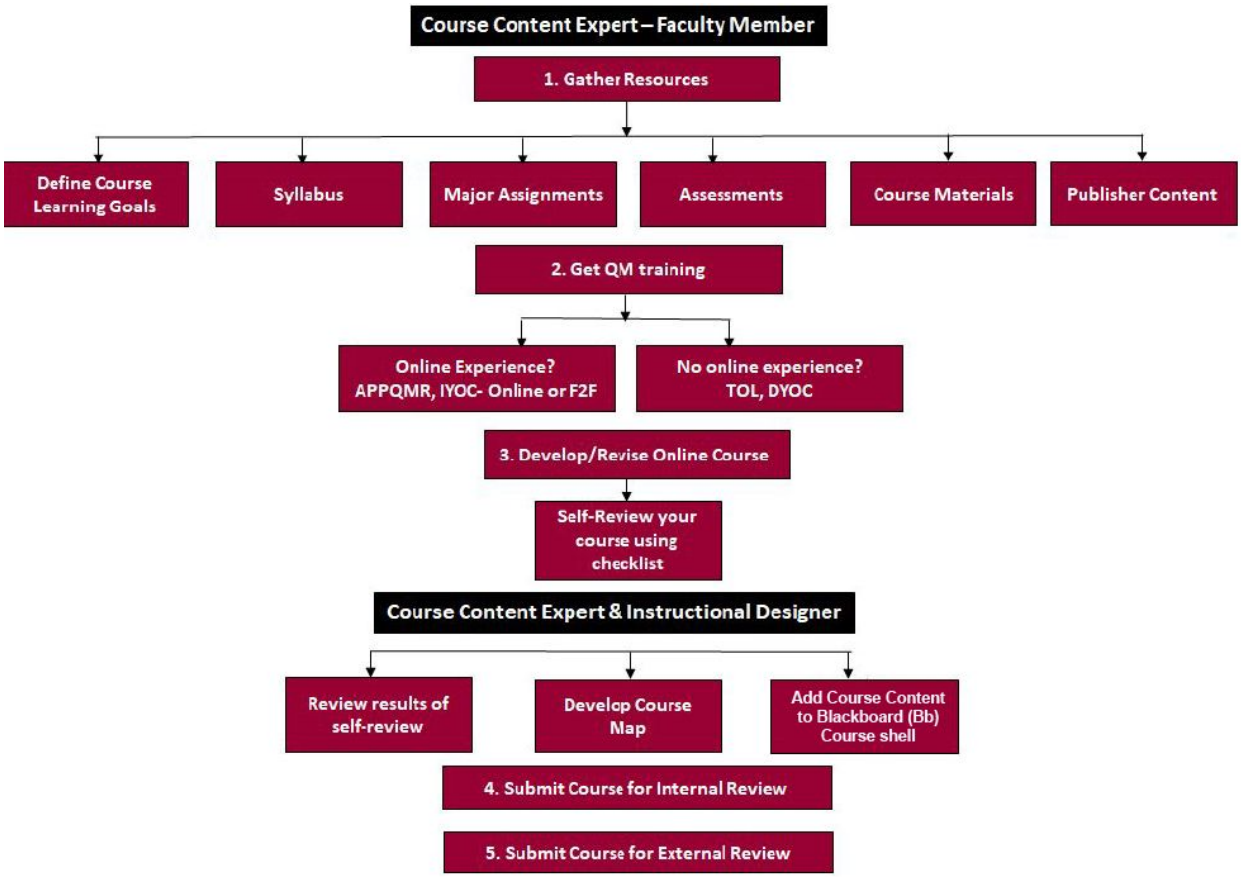
1. Careful analysis of need is conducted by the chair of the department;
2. Course is part of a sequence of courses in a degree program;
3. Course follows a pattern of delivery;
4. Course has a proven record of success based on attendance, retention rate, and evaluation instruments.

Required Documentation

Courses that meet the above criteria need to be filed with Instructional Technology and Distance Education Services at least six months before the semester in which the course is scheduled to be taught (i.e., January for August delivery).

A completed Statement of Intent and Purpose (Appendix C), an Online Course Procedures and Agreement form (Appendix D) and a Service Contract Agreement Form (Appendix E) must be submitted to Instructional Technology and Distance Education Services, located in Sue and Radcliffe Killam Library (KLM) 259. The Instructional Technology and Distance Education Services Office will route the paperwork for the appropriate signatures (e.g., Provost, Chairs, etc.). Please contact our Office at 956.326.2792 or elearning@tamiu.edu if you need assistance completing any of these forms.

Online Course Development Steps - Graphic



Online Course Development Steps - Description

1. Gather resources

Gather all resources for the online course including files in digital format. Resources include instructional artifacts such as PowerPoints, handouts, assignments, videos, assessments, etc. Course learning goals may be provided or required by your department.

Syllabus

A well-structured syllabus is the blueprint of a course before initial development begins. To facilitate the process of elaboration of the syllabus, please review the sample template that contains the most important sections that are recommended for inclusion in the syllabus.

2. Get QM training

Once we have received all the required forms, our department will contact you and register you for a Quality Matters training session. Once registered, you will receive an email with instructions on how to access your training. Disregard the payment request as our Office will process payment. After you have completed your training successfully, you will be awarded a Certificate acknowledging your completed training. Please send an electronic copy of the Certificate to elearning@tamiu.edu or a hard copy to

Killam Library 259. **NOTE: In the event that you do not complete the QM training session, the registration fee will be deducted from your stipend.**

Below is a brief description of the sessions. Visit http://www.tamiu.edu/qm/training.shtml to see the calendar of upcoming offerings.

Teaching Online - An Introduction to Online Delivery

The "Teaching Online - An Introduction to Online Delivery" Workshop explores basic components of online course delivery. Participants will be introduced to differences between traditional face-to-face learning and online learning, the instructor's role in the online classroom, the importance of getting (and keeping) students engaged, and methods of facilitating online discussions using discussion boards.

Designing Your Own Course (DYOC)

The "Designing Your Online Course" workshop includes an overview of the QM Rubric and provides a framework to design an online course plan. Participants explore all eight key standards of the QM Rubric, focusing on learning objectives and overall course alignment.

Improving Your Own Course (IYOC)

The "Improving Your Online Course" Workshop explores the QM Rubric and provides a framework to improve the quality of online courses. Participants use the QM Rubric to review their online courses and develop a course improvement plan. The content is based on the eight general standards of the Quality Matters Rubric. You should be prepared with an online course that you want to improve. This course is not for building a course from scratch.

Applying the QM Rubric (APPQMR)

The "Applying the QM Rubric" Workshop is QM's flagship workshop on the QM Rubric and the process of using the QM Rubric to review online courses. It is intended for a broad audience, including but not limited to: faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about the QM Rubric and process of course review.

The APPQMR is a prerequisite for the Peer Reviewer Course, which is the required course to become a QM Peer Reviewer.

3. Develop or Revise Your Online Course

It is recommended that you complete a self-review of your course to identify those areas that may need revisions or special attention. Use the checklist below and review each item by marking "Yes," or "No." For those areas marked as "No," your instructional designer will work with you.

General Standard 1	Specific Standard	Yes	No
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.		
	1.2 Learners are introduced to the purpose and structure of the course.		

	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.		
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.		
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.		
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.		
	1.7 Minimum technical skills expected of the learner are clearly stated.		
	1.8 The self-introduction by the instructor is appropriate and is available online.		
	1.9 Learners are asked to introduce themselves to the class.		
General Standard 2	Specific Standard	Yes	No
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.		
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.		
	2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.		
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.		
	2.5 The learning objectives or competencies are suited to the level of the course.		
General Standard 3	Specific Standard	Yes	No
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.		
	3.2 The course grading policy is stated clearly.		
	3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.		
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.		
	3.5 The course provides learners with multiple opportunities to track their learning progress.		
General Standard 4	Specific Standard	Yes	No
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.		

	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.		
	4.3 All instructional materials used in the course are appropriately cited.		
	4.4 The instructional materials are current.		
	4.5 A variety of instructional materials is used in the course.		
	4.6 The distinction between required and optional materials is clearly explained.		
General Standard 5	Specific Standard	Yes	No
Learner Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.		
	5.2 Learning activities provide opportunities for interaction that support active learning.		
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.		
	5.4 The requirements for learner interaction are clearly stated.		
General Standard 6	Specific Standard	Yes	No
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.		
	6.2 Course tools promote learner engagement and active learning.		
	6.3 Technologies required in the course are readily obtainable.		
	6.4 The course technologies are current.		
	6.5 Links are provided to privacy policies for all external tools required in the course.		
General Standard 7	Specific Standard	Yes	No
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.		
	7.2 Course instructions articulate or link to the University's accessibility policies and services.		
	7.3 Course instructions articulate or link to an explanation of how the University's academic support services and resources can help learners succeed in the course and how learners can obtain them.		
	7.4 Course instructions articulate or link to an explanation of how the University's student services and resources can help learners succeed and how learners can obtain them.		

General Standard 8	Specific Standard	Yes	No
Accessibility and Usability	8.1 Course navigation facilitates ease of use.		
	8.2 Information is provided about the accessibility of all technologies required in the course.		
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.		
	8.4 The course design facilitates readability.		
	8.5 Course multimedia facilitate ease of use.		

4. Develop a Course Map

Once you have identified areas that need attention in your course, it is recommended that you map your course. A graphic depiction of a course map may be found in Appendix F. Course mapping lists the components of your course and alignment of the components with your learning objectives. A course map template has been developed, and a sample may be found in Appendix G.

Alignment

An essential factor that facilitates learning is instructional alignment. It is a factor that is crucial, but often overlooked. When instruction is aligned, students will learn more effectively. By identifying instructional components in the planning stages, the development process is facilitated.

- **Objectives**: Expected course outcomes are written from the perspective of the student and preferably in terms of observable behavior. The latter facilitates identification of objectives that are measurable; for instance, it is difficult to measure an objective that says “Comprehend use of passive voice in English.” On the contrary, an objective that states, “Identify valid reasons for using the passive voice in English in various sentences” is easier to measure. Another important requisite of objectives in developmental courses is that they are less complex than those of the general education courses, which in turn are moderately complex. The objectives for upper division courses, such as graduate courses, are written at a higher level of "evaluation and synthesis" consistent with activities that draw on previous coursework for their understanding and application.

- **Content**: List of topics or skills that the participant should be aware of in order to attain the objective. The content in online courses is usually disaggregated or broken-down in modules or units associated with major objectives for the course. There is usually one list of high-order objectives for the course (course objectives) and sub-lists of specific objectives for the modules or units.

- **Resources**: Materials that are available or new materials to be prepared that facilitate the student attainment of the established objectives. The selection of materials that correspond to the objectives is one of the most important tasks of the content expert, and it must be a thorough process. Materials can be readings, presentations, interactive learning objectives, recorded videos and many other elements; each one of them is introduced in the course because of its relevance to the corresponding objectives. In addition, all materials not authored by the content expert must be appropriately cited using a reference style such as APA or MLA. An overarching principle for the

content expert is that every resource introduced in the course signifies a certain interval of time for the student to grasp the content or do what is expected with it; therefore, the instructional materials should not be so overwhelming that the student has insufficient time to go over all of them. At the same time, instructional materials should not be so abbreviated that there is considerable slack time in the course. Instructors must assure an optimum of student engagement by keeping a match between expected hours of work (as determined by the credit units of the course) and the amount of materials included for study. There should be a clear distinction between required and optional materials.

- **Interaction**: Actions performed by the participant to progress in their learning. These include activities such as: readings, virtual classroom discussions, self-evaluations, Internet searches, interactions with simulations, and communicating in teams with other participants and the instructor. Interaction also involves student learning assessment activities, such as graded discussion forums, quizzes and tests, written assignments, projects, etc. All interaction and assessment activities must be aligned with the objectives at the appropriate level.

Guidelines for Developing Course Modules

Write Clear and Achievable Learning Objectives

Learning objectives should include a lead-in statement such as "Upon successful completion of this module, students will be able to..." Module objectives must include actions verbs, performance criteria, and conditions expressing what the student will be able to do after taking the course.

When developing learning objectives, list verbs that demonstrate a measurable outcome. Place the verb at the beginning of the objective. Explain briefly "how" the knowledge will be shown: e.g., "Define, in writing, the influence of the Bauhaus Movement on the design of contemporary buildings," or "Give a graphical representation of what it means for a function to have a limit at a point."

There are many guides on the Web about writing objectives according to models of Benjamin Bloom (see Appendix H), Gagné and Briggs, and Robert Mager. Use your own criteria to determine to what extent your objectives will follow from your chosen model; the most important aspect to keep in mind is that learning objectives are clear to the student and measurable through assessments.

At the module level, it is convenient not only to write the list of objectives, but also explain how the materials and activities included in the module will help the student achieve these objectives. This can be done by referencing the objective that a particular task satisfies. For example, "Read Chapter 5. (Module Objective 4)."

Provide Learning Activities/Tasks/Assignments to Engage the Student

Learning activities actively engage the learner with the course content. These activities are varied to provide reinforcement and mastery in multiple ways and to accommodate multiple learning styles. A module may include two or more learning activities. Learning activities align with the course and module objectives of the course by engaging students in activities that directly contribute to the achievement of those objectives.

The learning activities should:

1. Summarize key topics of the module, providing context and organization to course content appropriate to the level of the student.
2. State clearly the type of interaction expected of the student with the materials, the team or the instructor, using sentences such as “Read x,” “Participate in discussion of x,” “Submit exercise x,” etc.
3. Clarify aspects that are missing or not sufficiently exposed in the readings.
4. Point at connections with other topics.
5. Explain procedures.
6. Provide interactive exercises for the entire class or teams.
7. Indicate whether the instructor will or will not be available to answer questions and provide help.

They should not:

1. Repeat what is in the textbook(s).
2. Contain long lists of URL links that discourage exploration.
3. Contain material that is not essential to achieve the objectives.

Learning activities allow you as an instructor to maintain a teaching presence, as if you were in contact with the class for the duration of the module.

Design Small, Measurable Assignments

Many research studies have determined that students do much better with frequent, small assignments than with fewer, larger ones. The reason for this is that small assignments:

1. Can be tailored more easily to suit the short attention span of some students.
2. Allow students to log on and off within short 30 to 45-minute segments.
3. Are frequent enough to discourage plagiarism and to keep students on task.
4. Are so frequent that students can rarely find a friend or partner who will agree to “take” the class for them, a common worry for online instructors.
5. Are easier for the instructor to grade many of them automatically or with help of a rubric.
6. Promote greater interactivity with your students.
7. Promote higher levels of cognitive learning, when used consistently in a course.

Longer assignments can be programmed through partial deliveries, e.g., a research proposal will have stages of problem statement, literature review, method, and final proposal.

Include Engaging Discussions

Discussions ensure that your students are engaged with the course content, classmates and the instructor. The use of discussion prompts will guide the conversation around assigned readings, case studies and related materials for that particular module. A well-structured discussion topic will result in greater student motivation, engagement and achievement.

Examples of Directions that Promote Engagement

Instead of:	Write:
"Post your thoughts about chapter 2."	"In what way does the author incorporate logos, ethos and pathos into his personal narrative? Which rhetorical element was strongest? How did that affect your impression of the character's journey?"
Or, instead of:	Write:
"Define a mathematical function."	"What applications of mathematical functions can you find in daily life? Can you describe an example indicating the properties of a certain function?

Meet with Your Instructional Designer

A high quality online course is a complex product that requires the expertise of more than one person. A content expert (faculty member) and an instructional designer form the design team. Each member contributes to the process according to his or her expertise. The content expert writes and selects the content materials, and the instructional designer adapts the content for online delivery. An ID will be assigned to your course immediately after receipt of the required paperwork. It is expected that you will communicate with your instructional designer at least once a week throughout the duration of the development process. Regular scheduled meetings are highly encouraged.

The Review Process

Upon completion of your course development and after the class has been taught at least once, it will be reviewed by a panel of internal peer reviewers. Once the panel certifies that the course meets at least 85% of the QM standards, the course will be recommended for an external review. The external review committee is comprised of a Master Reviewer, a Subject Matter Expert, and a Peer Reviewer.

Before Review(s)

1. The Course Representative will implement the Quality Matter Rubrics in the course that is being developed for online delivery with the assistance of an Instructional Designer while the course is being taught.
2. After delivery of course, the Course Representative will have up to 30 days to make final adjustments to course shell.

Internal Review

1. Application for course review will be submitted to the QM Course Review Management System by *QM Course Review Manager*.

2. Course developer worksheet will be submitted via the QM Course Review Management System by *Course Representative*.
3. An Internal Course Review Team will be assigned to review.
4. A pre-review phone conference will held amongst the Course Representative, QM designer, and the review team. Review will begin after phone conference.
5. Course Review Team will provide the Course Representative with recommendations and feedback via the QM Course Review Management System.
6. Course Representative will receive feedback and must complete the Review Outcome Response Form within **two weeks** of end of review in the QM Course Review Management System.
7. If course does not meet QM standards, Course Representative will make necessary amendments to meet QM standards. (An Instructional Designer may assist with changes.)
8. The Course Representative will modify the course based on additional recommendation provided by the Internal Peer Course Review Team. (An Instructional Technology Designer may assist with changes.)
9. After an internal course review has been finalized by the chair of the review team, the Course Representative must complete a Review Outcome Response Form by logging into the Course Review Management System. The form is located in the Review Actions section of My Open Reviews.
10. From the start of the review, the entire review process must be completed within 20 weeks.
11. After the completion of an internal review process, an official QM course review may be conducted through Quality Matters and TAMIU.

Official Review

1. Application for course review will be submitted to the QM Course Review Management System by *QM designer or Instructional designer*.
2. Course developer worksheet will be submitted via the QM Course Review Management System by *Course Representative*.
3. A Course Review Team (consisting of a Master Reviewer, Subject Matter Expert, an External Reviewer) will be assigned to course review.
4. A pre-review phone conference will held between the Course Representative, QM designer, and the review team. Review will begin after phone conference.
5. Course Review Team will provide the Course Representative with recommendations and feedback via the QM Course Review Management System.
6. Course Representative will receive feedback and must complete the Review Outcome Response Form within **two weeks** of end of review in the QM Course Review Management System.
7. If course does not meet QM standards, Course Representative will make necessary amendments to meet QM standards. (An Instructional Designer may assist with changes.)

8. At completion of course review, course will meet QM standards and course developer will be notified.
9. From the start of the review, the entire review process must be completed within 20 weeks.
10. The Course Representative must complete a Review Outcome Response Form by logging into the Course Review Management System. The form is located in the Review Actions section of My Open Reviews.

After Official Review

1. The Course Review Certificate may be printed from your MyQM account within three business days of all paperwork submission.
2. Courses that successfully meet QM standards are eligible to carry the QM Certification Mark.

A peer review is a rigorous process. The active course review period is approximately three weeks; during this period, the team convenes, independently reviews the course, makes decisions, and writes substantive feedback in the Reviewer Worksheet online. The compiled anonymous feedback from the three reviewers is usually submitted to the faculty developer/instructor within six weeks. The faculty developer/instructor may need additional time to complete mandatory revisions. The entire review period may be as long as 20 weeks from the time the course review was started.

A QM Review is a time-consuming process, but it does get easier with practice. Typically, the first review takes the longest...subsequent reviews become easier as you become more familiar with the standards and annotations. The time investment depends on your familiarity with the learning management system, the discipline and, of course, the QM Rubric!

Conclusion

We hope you have found this Online Course Development Manual using the QM Rubric Quality standards helpful in planning your online course. The preceding information was designed to help you see how all the components might work together in your course.

Appendix A: Statement of Intent and Purpose

QUALITY MATTERS

QM

Non-annotated Standards from the QM Higher Education Rubric, Fifth Edition

For more information or access to the full annotated QM Rubric visit www.qualitymatters.org or email info@qualitymatters.org

Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability*	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 The course design facilitates readability.	2
	8.5 Course multimedia facilitate ease of use.	2

* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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Appendix B: Accessibility Handout

Accessibility

Texas A&M International University e-Learning

PowerPoint Presentations

Create an Outline

1. Open **Microsoft Word**
2. Type your presentation outline

Tips for creating an outline

1. Chunk your content
2. Keep it simple and short
3. Engage students with activities
4. Make sure your outline reflects the slides
5. Have an Introduction, Body and Conclusion
6. Maximum words per slide = 36
   a. 6 lines per slide with 6 words per line

Format an Outline

1. Click on the **Home** tab
2. In the **Styles** section, select a **Style**

Style	Use on
Title	Presentation Title
Subtitle	Presentation Subtitle
Heading 1	Slide Title
Heading 2	First Level Bullets
Heading 3	Second Level Bullets

3. Save the document

Import to PowerPoint

1. Open **Microsoft PowerPoint**
2. Click on the **Home** tab
3. In the **Slides** section,
   1. Click on the **New Slide** drop down arrow
   2. From the menu, Click **on Slides from Outline**

Tips to Format a PowerPoint

1. Use basic san serif font at least 28 points
   a. Arial, Calibri, Helvetica, Veranda, Geneva
2. Use a layout or template
3. Design text to be read left to right
4. All slides need to have unique titles
5. Use a simple color scheme,
6. Do not underline text
7. Use **Note** section to elaborate

Images

Add an Image

1. Click on the **Insert** tab
2. In the **Images** section, click on **Picture**
3. Browse for **Picture**
4. Click the **Insert** button

Add Alt Text

1. Select the picture
2. Right click on the picture
3. From the menu, select **Format Picture**
4. Click on **Alt Text**
5. Type in a Title and Description

Tables

Add Alt Text

1. Select the table
2. Right-click on the table
3. From the menu, select **Format Shape**
4. Click on **Alt Text**
5. Type in a Title and Description

Tips for using Tables

1. Minimize use of Tables
   Note: *It is recommended to use bullets instead*
2. Chunk information
3. Repeat headers
4. Provide Alt Text

Check Accessibility Issues

1. On the **Ribbon**, click on **File**
2. Select **Info**
3. Click on **Check for Issues** drop down arrow
4. Click on **Check Accessibility**
5. Implement recommendations

Accessibility

Word Documents

Create Content in Word

1. Open **Microsoft Word**
2. Type out your content

Tips for creating content in Word

1. Use
   a. line spacing of 1.5
   b. 11 point font
   c. basic san serif font
      i. Arial, Calibri, Helvetica, Veranda, Geneva
2. Use numbers instead of bullets
3. Do not rely on color to convey messages

Format an Your Content

1. Click on the **Home** tab
2. In the **Styles** section, select a **Style**

Style	Use on
Title	Presentation Title
Subtitle	Presentation Subtitle
Heading 1	Slide Title
Heading 2	First Level Bullets
Heading 3	Second Level Bullets
Normal	Regular Text
List Paragraph	Bullets

3. Save the document

Tips to format your content

1. Design text to be read left to right
2. All sections have unique titles
3. Use a simple color scheme,
4. Do not underline text

Images

Add an Image

1. Click on the **Insert** tab
2. In the **Images** section, click on **Picture**
3. Browse for **Picture**
4. Click the **Insert** button

Images

Add Alt Text

1. Select the picture
2. Right click on the picture
3. From the menu, select **Format Picture**
4. Click on **Alt Text**
5. Type in a Title and Description

Tables

Add Alt Text

1. Select the table
2. Right-click on the table
3. From the menu, select **Table Properties**
4. Click on **Alt Text**
5. Type in a Title and Description
6. Select top row
7. Click on **Table Tools, Layout** tab
8. In the **Data** section, select **Repeat Header Rows**

Tips for using Tables

1. Minimize use of Tables
   Note: It is recommended to use bullets instead
2. Chunk information
3. Repeat headers
4. Provide **Alt Text**

Check Accessibility Issues

1. On the **Ribbon**, click on **File**
2. Select **Info**
3. Click on **Check for Issues** drop down arrow
4. Click on **Check Accessibility**
5. Implement recommendations

Save the Word Document

1. Click **File**
2. Click **Save As...**
3. Select **Webpage**, **PDF** or **docx** from the **Save as Type:** drop down menu

Accessibility

Adobe Acrobat Files

Properties

1. Click on **File** from the menu bar
2. Select **Properties**
3. In the **Document Properties** window, select the **Advance** tab
4. Under **Reading Options**, select the **Language** from the drop down arrow

Recognize Text

1. Click on **View** from the menu bar
2. Select **Document**
3. Select **OCR Text Recognition**
4. Click on **Recognize Text Using OCR**
5. Under **Pages** section, select **All Pages**

Configure Reading Order

1. Click on **Advanced** from the menu bar
2. Select **Accessibility**
3. Select **Change Reading Option**
4. In the **Reading Order** drop down menu, select the recommended option

Check for Accessibility

1. Click the **Advanced**
2. Select **Accessibility**
3. Select **Full Check**
4. Under **Checking Options**
   a. Click the **Select All** button
5. Click the **Start Checking** button
6. Follow the recommendations

Tips on Working with a PDF

1. Create a Word document , check it for accessibility and convert it to PDF
2. Make scanned documents searchable

Appendix C: Statement of Intent and Purpose

Statement of Intent and Purpose

Development of Materials for Online Delivery

Name of Faculty Member: _____

Course Number and Title: _____

Name of Degree/Academic Program: _____

Proposed Delivery Semester: _____ _____
(Semester) (Year)

Statement of Need

Faculty member: Use the space below to provide a detailed description of the need to develop materials for online delivery. Your statement of need should be clear, concise, and informative. It should contain pertinent information regarding how this course fits into the degree/academic program stated above. Include any data to support your statement of need (projected enrollment, student survey responses, accessibility, etc.). Feel free to attach additional documentation to this page.

Signatures of Assurance

Department Chair:	_____ *(print)*	_____ *(signature)*	_____ *(date)*
Dean:	_____ *(print)*	_____ *(signature)*	_____ *(date)*
Provost:	_____ *(print)*	_____ *(signature)*	_____ *(date)*

Confidential
Statement of Intent and Purpose

Appendix D: Online Course Procedures Agreement

TEXAS A&M INTERNATIONAL UNIVERSITY

Office of Information Technology
Online Course Procedures and Agreement Summary

This agreement identifies the process for online course development or redesign of an existing online course and the responsibilities of the course developer and staff from the Office of Information Technology.

Texas A&M International University's Quality Assurance Program

A quality assurance program was adopted by Texas A & M International University (TAMIU) through the Distance Education and Instructional Technology Committee (DEITC) (formerly known as Distance Education Advisory Committee) in September 2011 with the purpose of ensuring the quality of its online courses. TAMIU has adopted the nationally recognized Quality Matters (QM) program for its peer-based approach. The course developer is an integral part of the review process with shared responsibility and ownership. Course developers will be required to participate in professional development workshops on how to apply the QM rubric in developing or redesigning their online course. **Note: QM does not reimburse TAMIU the cost for incomplete workshops. It is the Course Developer's responsibility to reimburse TAMIU. The registration cost will be deducted from the development stipend.**

Aside from the QM training, the course developer receiving the stipend will be expected to work with an Instructional Designer throughout the course development process and will be expected to participate in ANY training that is deemed necessary by the Director of Academic Technology.

The instructional delivery mode is selected at the department level and forwarded for approval through curriculum committees at the department, college, and University level. The instructional delivery modes include online/hybrid, through our eLearning management system, and via interactive video or web conferencing.

Texas Higher Coordinating Board defines a fully distance education course as:

- Having mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test. In addition, **for the purposes of this agreement, an online course is defined as a course which may be taught 100% online with the possible exemption of exams which may be proctored at a specified location. A student should not be required to take exams solely on the TAMIU campus to complete an online course.**

SAMPLE

Terms & Conditions

- Proper planning is essential to the design and development of course materials. It is required that developers submit paperwork within three to six months before the beginning of the semester in which the course is to be delivered.
- Developer is expected to work with an Instructional Designer throughout the course development period and is required to participate in ANY training that is deemed necessary by the Director of Academic Technology.
- All online courses must be designed in accordance with the QM standards. The Instructional Designer will manage overall course development and ensure course standards are compliant while leaving the course subject matter content, quality, and quantity to the discretion of the developer.
- **Developer understands that his or her course will undergo an official review process to ascertain that the course meets at least 85% of the QM standards. In the event that the course does not meet QM standards, developer is required to make modifications as recommended by the review team until course meets required QM standards.** For more information regarding the QM Peer Review Process, please go to www.tamiu.edu/qm/reviews.shtml
- Developer understands that all course materials and assignments (i.e., PowerPoint presentations, handouts, articles, notes, and media artifacts) are to be uploaded to TAMIU's eLearning Management System (LMS). **Materials NOT uploaded to the LMS will NOT be considered in the review process.**

Procedures and Responsibilities

The University **only** pays for course development of "completely online/hybrid" **QM-recognized** courses.

A. NEW COURSE DEVELOPMENT

A faculty member who is developing a new, approved, online course will be compensated at a rate of $3,600 per course after the course has successfully received QM certification through official review. Courses not submitted to QM for certification will be phased out (SAP 17.02.02.L1.99).

Faculty members who have not been trained on Quality Matters (QM) will have to attend recommended QM workshops prior to beginning the development of the course.

The same procedure will be followed for adjuncts and those outside the University developing courses.

SAMPLE

B. REDESIGNING OF EXISTING ONLINE COURSES TO MEET QM STANDARDS

A faculty member will receive $1,200 for an approved redesign of an existing, online course that was developed and taught independent of the process described above or after substantial changes have been to a QM certified course.

Faculty members who have not been trained on Quality Matters (QM) will have to attend recommended QM workshops prior to beginning the redesign of the course.

Payment will be made once the course had been successfully reviewed through the official review for QM certification.

Existing courses not redeveloped to Quality Matters (QM) standards will be phased out.

Payments for the online courses are processed when all terms and conditions of this agreement have been met.

C. REQUIRED APPROVALS

Approval for the development of an online course or the redesign of an existing online course will follow the process outlined on the Office of Instructional Technology and Distance Educational Services website (www.tamiu.edu/distance).

Applications for development or redesign of online course must have the approval of the Department Chair, College Dean, and the Provost. Courses that are part of graduate or undergraduate programs that are marketed as online and courses that would fulfill the undergraduate core requirement will be given priority.

For a list of already developed courses or any other question regarding the QM process, please contact the Office of Information Technology at 956.326.2310 or e-mail us at elearning@tamiu.edu.

Sincerely,

Leebrian Gaskins

Leebrian Gaskins
Associate Vice President for Information Technology/ CIO

SAMPLE

TAMIU Online Course Procedures and Agreement

Name of Professor: _____

UIN of Professor: _____

Course Number: _____

Name of Academic Program: _____

College: ☐ A.R. Sánchez, Jr. School of Business ☐ College of Arts and Sciences ☐ College of Education
☐ College of Nursing and Health Sciences ☐ University College

A. Faculty Status:

☐ Full-Time/Part-Time/Adjunct Contracted for: $3,600.00
(New "completely online" course)

☐ Full-Time/Part-Time/Adjunct Contracted for: $1,200.00
(Redesign of an existing course)

B. Syllabus
☐ Attached

C. Statement of Intent and Purpose must be completed before all other forms.
☐ Attached

D. A certificate of completion of training(s) from Quality Matters
☐ Attached

I,_____, certify and attest to the following:
(Name of Professor, please print)

A. I have read and complied with all procedures set forth in the Online Course Procedures and Agreement as listed in this document.
B. I understand this is work-for-hire, and therefore Texas A&M International University retains ownership rights to this work.
C. I understand that the work will be reviewed for completeness and that it may be returned for revision.
D. I understand that payment received is in full consideration of the work for which I was contracted.

By signing this agreement, you affirm all the above to be true.

Faculty:_____ Date:_____

Chairperson:_____ Date:_____

Dean:_____ Date:_____

PROVOST:_____ Date:_____

OIT:_____ Date:_____

_____ _____ I have read and fully understand the contents of this page.
Initials & Date

SAMPLE

Appendix E: Service Contract Agreement



TEXAS A&M INTERNATIONAL UNIVERSITY
A Member of The Texas A&M University System

Service Contract Agreement
(Employees)

IT IS HEREBY AGREED THAT I, _____, for the period from _____ to _____, will provide the following services:

_____
_____
_____
_____

It is understood that this contract is for services during the above period and does not represent continuing employment with TAMIU. Contract for services shall not exceed $ _____.

SAMPLE

_____ _____ _____
Signature of Employee **Date** **UIN #**

Mailing address:

Street: _____ **City:** _____ **State:** _____ **Zip:** _____

_____ _____
Dean/Director **Date**

_____ _____
Appropriate V.P. **Date**

_____ _____
Director of Budget, Payroll & Fiscal Analysis **Date**

Preparer's Name: _____ **Account #:** _____

Date Check Needed: _____

(Revised 09/14/09)

MAP YOUR WAY TO A QUALITY COURSE: COURSE MAPPING

Adapted from New Mexico State University

WHAT IS COURSE MAPPING

A course map is a visual representation of your course that lists the components of your course and alignment of the components with your learning objectives.

* Numbers reference QM Specific Standards

COURSE MAPPING BENEFITS

- Ensures alignment between course components
- Encourages backwards design - starting with end in mind
- Gives students an overview of course
- Helps meet 38% (38 pts) of QM standards

COURSE MAPPING TIPS

- Familiarize yourself with your course - what components do you have? What will you need to develop?
- Course Mapping is a fluid and continuous process. You may jump to and return to the steps as you develop your course map.

GET RESOURCES

- www.tamiu.edu/distance/

STEP 1: IDENTIFY THE COURSE → English 101

STEP 2: WRITE COURSE OBJECTIVES

- Are course objectives measurable? (2.1*)
- Are course objectives relevant to course? (2.1)
- Do course objectives cover whole course? (2.1)
- Are course objectives written using language the student will understand? (2.3)
- Are course objectives appropriate for level of the course? (2.5)

ACTION TIPS

- Write objectives that are SMART: Specific, Measurable, Action-oriented, Realistic, and Time-based.
- Begin each objective with a verb.
- Use Bloom's taxonomy for measurable, action-oriented verbs.
- Match verbs to your activities and assessments.

Course Objectives (CO)

CO1: Effectively write for academic, persuasive, business, creative and personal purposes.
CO2: Critically analyze a variety of textual material.
CO3: Show control of writing conventions: spelling, punctuation, capitalization, and grammar.
CO4: Demonstrate the phases of writing: draft, revision, final copy.
CO5: Give effective feedback and make use of peer feedback.

Topic for Module	Module Objectives (MO's) (Alignment to CO's)	Activities: Readings/Videos	Activities: Assignments	Assessments	Technologies and Materials Citations
Module 1: Expository Writing (Part I – Outline and Introduction)	• **MO1.1**: Identify topic and organizational structure in a variety of non-fiction writings. (**CO2**) • **MO1.2**: Develop a thesis statement. (**CO1**) • **MO1.3**: Organize and develop an essay outline. (**CO1**) • **MO1.4**: Write a draft essay introduction paragraph. (**CO4**) • **MO1.5**: Formulate constructive peer feedback. (**CO5**) • **MO1.6**: Apply revision strategies to create a final written product. (**CO3, CO5**)	• Read: Broadview, pp. 1-14, 123-134, 156-171, 285-292 and 545-565. (**MO1.1-MO1.6**) • Review PowerPoint lecture - Expository Writing. (**MO1.1-MO1.6**) • Writing Revision Worksheet (**MO1.5**)	• Use Graphic Organizer to create an outline for your essay. (**MO1.1- MO1.4**) • Write the Intro to your essay. (**MO1.4**) • Peer review 1 other classmate's work; use the Writing Revision Worksheet. Meet with your classmate to go over reviews. (**MO1.5**) • Rewrite your Introduction paragraph. (**MO1.6**)	• Essay Outline (**MO1.1-MO1.4**) • Final Peer-reviewed Essay Introduction (**MO1.5, MO1.6**)	• Microsoft Word (word processor) (**MO1.1-MO1.4**) • PowerPoint (presentation software) (**MO1.1-MO1.4**) • Turnitin Assignment (**MO1.1-MO1.4, MO1.6**) • Turnitin Peer Review Assignment (**MO1.5**) • Buzzard, L. LePan, D. Ruddock, N. Stuart, A. (2016). *The broadview anthology of expository prose*, 3E. Ontario: Broadview Press. (**MO1.1-MO1.6**) • PowerPoint Lecture – Expository writing by Dr. Jane Smith (**MO1.1-MO1.6**)
Module 2: Creative Writing – Poetry	• **MO2.1**: Define rhythm and meter in poetry (**CO2**) • **MO2.2**: Read and interpret poetry from a variety of cultures (**CO1, CO2**) • **MO2.3**: Write a poem using a specific meter (**CO1, CO3, CO4**) • **MO2.4**: Read and analyze peers' poetry (**CO5**)	• Review PowerPoint lecture - Meter and Rhythm, and Cultural Meanings (**MO2.1-MO2.4**) • Search Poetry Foundation - https://www.poetryfoundation.org/, read and document 10 poems with a variety of cultural perspectives. (**MO2.2**) • Poetry Interpretation Worksheet (**MO2.2**) • Read *100 best poems of all time*. (**Optional**)	• From Poetry Foundation, choose 3 poems and interpret using the Poetry Interpretation Worksheet (focus/meter/rhythm). (**MO2.1, MO2.2**) • Write a poem of your own following the meter of one of the three poems. (**MO2.3**) • Peer-review 2 of your classmates' poems using the Poetry Analysis Rubric. (**MO2.4**) • Write a 2-3-page reflection paper on your analysis of your peers' papers and their analysis of your paper. (**MO2.1-MO2.4**)	• Poetry Interpretation Worksheets (**MO2.1-MO2.2**) • Poetry Analysis Reflection Paper (**MO2.1-MO2.4**)	• Microsoft Word (word processor) (**MO2.3**) • PowerPoint (presentation software) (**MO2.1**) • Turnitin Assignment (**MO2.1-MO2.4**) • Turnitin Peer Review Assignment (**MO2.3**) • Website, Poetry Foundation – https://www.poetryfoundation.org/ (**MO2.1, MO2.2**) • PowerPoint Lecture – Meter and Rhythm, and Cultural Meanings (**MO2.1**) • Pockell, L. (2001). *100 best poems of all time*, IE New York: Warner Books. (**Optional**)

STEP 3: IDENTIFY YOUR MODULES

- How many modules will the course have?
- How will you organize modules (e.g. by week, topic, etc.)?
- Will assessments be due at regular intervals?

STEP 4: WRITE MODULES OBJECTIVES

- Are module objectives specific? (2.2)
- Are module objectives measurable? (2.2)
- Are module objectives consistent with course objectives? (2.2)
- Are module objectives written using language the student will understand? (2.3)
- Are module objectives appropriate for level of the course? (2.5)

ACTION TIPS

- Break down big course objectives into smaller, more specific SMART module objectives.
- Try to limit to 3-6 objectives per module.

STEP 5: INDICATE ALIGNMENT AMONG OBJECTIVES & ACTIVITIES

- Is the relationship between course objectives, module objectives, and activities clearly stated? (2.4)
- Have all course objectives been adequately covered by module objectives? (2.2)

STEP 6: LIST YOUR READING & VIDEO MATERIALS

- Do materials contribute to achieving the objectives? (4.1)
- Are optional materials clearly marked? (4.6)

STEP 7: LIST ACTIVITIES

- Do activities promote achievement of all learning objectives? (5.1)
- Do activities provide opportunities for active learning? (5.2)
- Are the opportunities to interact with materials, instructor and other students? (5.2)
- Are there opportunities for practice?

STEP 8: LIST ASSESSMENTS

- Do the assessments measure stated objectives? (3.1)
- Are the assessments sequenced, build on previous knowledge, varied and suited to the level of the course? (3.4)
- Are there multiple opportunities to track learning? (3.5)

STEP 9: LIST COURSE TECHNOLOGIES & MATERIALS CITATIONS

- Are materials properly cited? (4.3)
- Are materials up-to-date? (4.4)
- Are materials from varied sources? (4.5)
- Are optional materials clearly marked? (4.6)
- Do technologies contribute to achieving objectives? (6.1)
- Do the course tools promote learner engagement and active learning? (6.2)
- Are the technologies in the course readily attainable? (6.3)
- Are the technologies current? (6.4)

Note to Instructor to be Deleted before Reviews: *Update the name of the course in the space provided. In the tables below, fill in your course and module objectives. Be sure NOT to include verbs such as understand, comprehend, know, etc. Instead, use action verbs that are measureable. Also, CO's and MO's can be renamed to fit an instructor's naming convention for their course. Below are simply suggested naming conventions.*

Course Alignment for _____

#	COURSE Objectives (CO) / Learning Outcomes (CLO)
CO1	Course objective/learning outcome 1 goes here.
CO2	Course objective/learning outcome 2 goes here.
CO3	Course objective/learning outcome 3 goes here.
CO4	Course objective/learning outcome 4 goes here.
CO5	Course objective/learning outcome 5 goes here.
CO6	Course objective/learning outcome 6 goes here.

Note to Instructor to be Deleted before Reviews: *Remember to include in parenthesis, how each item aligns to the objectives. Module objectives will show how course objectives (CO's) are aligned (in parenthesis). Activities, assessments and technologies will show how their items align to the module objectives (MO's).*

Topic for Module	MODULE Objectives (MO) or Learning Outcomes (MLO)	Activities		Measurement / Assessment	Course Technologies & Materials Citations
		Readings	Assignments		
Module #1: Topic goes here.	**MO1.1**: List the module objective with measurable verbs. (CO1, CO3) **MO1.2**: Module objective/learning 2 outcome goes here. (CO2, CO5) **MO1.3**: Module objective/learning 3 outcome goes here. (CO1)	- Read Ch 1 (**MO1.1, MO1.2**) - Watch Video (**MO1.2**)	- Quiz 1 (**MO1.1, MO1.2**) - Discussion Forum 1 (**MO1.2**)	- Quiz 1 (**MO1.1, MO1.2**) - Term Paper (**MO1.1**) - Final Exam (**MO1.1, MO1.2**)	- Blackboard Tests (**MO1.1, MO1.2**) - Turnitin (**MO1.1**) - Youtube.com (**MO1.2**) - Blackboard Discussion Forums (**MO1.2**) *Citation of textbook goes here.*

Module #2: Topic goes here.	**MO2.1**: List the module objective with measurable verbs. (CO2, CO6) **MO2.2**: List the module objective with measurable verbs. (CO4) **MO2.3**: List the module objective with measurable verbs. (CO1, CO5)				
Module #_: Topic goes here.					
Module #_: Topic goes here.					
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Module #_: Topic goes here.					

Course Alignment for EDAM 5338 – Administration of Special Programs

#	Student Learning Outcomes (SLO's)
1	Apply an understanding of the history, funding, guiding educational philosophy, and design of an array of special populations.
2	Understand anti-deficit thinking and its instructional design for the implementation of special programs by critically assessing current emerging educational leadership practices and policies
3	Evaluate the principles of effective leadership and management to ensure a safe and effective learning environment.

Note: "SMS" = "Skrla, McKenzie & Scheurich", "Ch." = "Chapter"

Topic for Lesson	Lesson Objectives (LO's)	Activities		Evaluation/ Assessment	Course Technologies & Material Citations
		Readings/Videos	Assignments		
Lesson 1: Systemic Inequities & Diverse Students Backgrounds	**LO1.1** Analyze inequities in the U.S. public schools, and waves of school reform. (SLO 2, 3) **LO1.2** Differentiate how to honor students' identities. (SLO 2, 3)	- SMS Ch. 2 (LO1.1) - SMS Ch. 2 PowerPoint (LO1.1) - SMS Ch. 2 Echo360 Lecture (LO1.1) - Nieto Ch. 9 (LO1.2) - Nieto Ch. 9 PowerPoint (LO1.2) - Nieto Ch. 9 Echo360 Lecture (LO1.2) - Nieto Ch. 9 SoftChalk (LO1.2)	- SMS Ch. 2 Discussion Forum (LO1.1) - SMS Ch. 2 Essay Question (LO1.1) - Nieto Ch. 9 Discussion Forum (LO1.2) - Nieto Ch. 9 Essay Question (LO1.2)	- SMS Ch. 2 Question (LO1.1) - SMS Ch. 2 Discussion Forum (LO1.1) - Nieto Ch. 9 Question (LO1.2) - Nieto Ch. 9 Discussion Forum (LO1.2) - Midterm (LO1.1, LO1.2)	- Microsoft PowerPoint (LO1.1, LO1.2) - Web Browser (for SoftChalk) (LO1.1, LO1.2) - Blackboard Assignment (LO1.1, 1.2) - Blackboard Tests (LO1.1, LO1.2)
Lesson 2: Engaging in Critical Self-Reflection & Living in the Values of Social Justice Leadership	**LO2.1** Examine the Civil Rights history & its impact on curriculum management audits. (SLO 1, 2) **LO2.2** Evaluate critical self-reflection to become social justice leaders. (SLO 1, 2, 3) **LO2.3** Investigate national & state accountability systems. (SLO 1, 2)	- SMS Ch. 3 (LO2.1, LO2.3) - SMS Ch. 3 PowerPoint (LO2.1) - Nieto Ch. 10 (LO2.2) - Nieto Ch. 10 PowerPoint (LO2.2) - Nieto Ch. 10 SoftChalk (LO2.2)	- SMS Ch. 3 Essay Question (LO2.1, LO2.3) - Nieto Ch. 10 Essay Question (LO2.2) - SMS Ch. 3 VoiceThread (LO2.3)	- SMS Ch. 3 Question (LO2.1) - SMS Ch. 3 VoiceThread (LO2.3) - Nieto Ch. 10 Question (LO2.2) - Midterm (LO2.1, LO2.2, LO2.3)	- Microsoft PowerPoint (LO2.1, LO2.2, LO 2.3) - Web Browser (for SoftChalk) (LO2.1, LO2.2, LO2.3) - Blackboard Assignment (LO2.1, LO2.2, LO2.3) - Blackboard Tests (LO2.1, LO2.2, LO2.3) - VoiceThread (LO2.3)

Topic for Lesson	Lesson Objectives (LO's)	Activities		Evaluation/ Assessment	Course Technologies & Material Citations
		Readings/Videos	Assignments		
Lesson 3: Cultivating a Culture of Success & Instructional Quality	**LO3.1** Identify 4 indicators of teacher quality. (SLO 1, 2) **LO3.2** Compare & contrast teacher qualities that impact student learning. (SLO 1, 2) **LO3.3** Evaluate the difference between surviving and thriving teachers and principals. (SLO 1, 2, 3)	- SMS Ch. 4 (LO3.1) - SMS Ch. 4 PowerPoint (LO3.1) - Nieto Ch. 11 (LO3.2, LO3.3) - Nieto Ch. 11 PowerPoint (LO3.2) - Leadership Video: *The Principal Factor* (LO3.3)	- SMS Ch. 4 Essay Question (LO3.1) - Nieto Ch. 11 Essay Question (LO3.2) - Nieto Ch. 11 Discussion Forum (LO3.3)	- SMS Ch. 4 Essay Question (LO3.1) - Nieto Ch. 11 Question (LO3.2) - Nieto Ch. 11 Discussion Forum (LO3.3) - Midterm (LO3.1, LO3.2, LO3.3)	- Microsoft PowerPoint (LO3.1, 3.2, 3.3) - Web Browser (for SoftChalk) (LO3.1, LO3.2, LO3.3) - Blackboard Assignment (LO3.1, LO3.2, LO3.3) - Blackboard Tests (LO3.1, LO3.2, LO3.3)
Lesson 4: Programmatic Equity & Advocacy	**LO4.1** Summarize what is programmatic equity in Special Education entails. (SLO 1, 2, 3) **LO4.2** Assess the programmatic equity challenges that exist in Bilingual Education, Gifted & Talented Programs and Student Disciplinary Interventions. (SLO 1, 2, 3)	- SMS Ch. 5 (LO4.1) - SMS Ch. 5 PowerPoint (LO4.1) - Nieto Ch. 8 (LO4.2) - Nieto Ch. 8 PowerPoint (LO4.2) - Nieto Ch. 8 SoftChalk (LO4.2)	- SMS Ch. 5 Essay Question (LO4.1) - Nieto Ch. 8 Essay Question (LO4.2)	- SMS Ch. 5 Essay Question (LO4.1) - Nieto Ch. 8 Essay Question (LO4.2) - Midterm (LO4.1, LO4.2)	- Microsoft PowerPoint (LO4.1, LO4.2) - Web Browser (for SoftChalk) (LO4.1, LO4.2) - Blackboard Assignment (LO4.1, LO4.2) - Blackboard Tests (LO4.1, LO4.2)
Lesson 5: Achievement Equity & Teaching Diverse Student Populations	**LO5.1** Identify the four indicators of the Student Achievement Equity Model. (SLO 2, 3) **LO5.2** Research the instructional strategies that help teachers working with diverse student populations. (SLO 1, 2)	- SMS Ch. 6 (LO5.1) - SMS Ch. 6 PowerPoint (LO5.1) - Nieto Ch. 7 (LO5.2) - Nieto Ch. 7 PowerPoint (LO5.2) - Nieto Ch. 7 SoftChalk (LO5.2)	- SMS Ch. 6 Essay Question (LO5.1) - Nieto Ch. 7 Essay Question (LO5.2)	- SMS Ch. 6 Essay Question (LO5.1) - Nieto Ch. 7 Essay Question (LO5.2) - Midterm (LO5.1, LO5.2)	- Microsoft PowerPoint (LO5.1, LO5.2) - Web Browser (for SoftChalk) (LO5.1, LO5.2) - Blackboard Assignment (LO5.1, LO5.2) - Blackboard Tests (LO5.1, LO5.2)
Lesson 6: Community Resources and Honoring the Students' Identities	**LO6.1** Examine the Instructional Equity Model. (SLO 1, 2) **LO6.2** Outline leadership strategies that help make a difference using community resources. (SLO 1, 2)	- SMS Ch. 7 (LO6.1) - SMS Ch. 7 PowerPoint (LO6.1) - Nieto Ch. 6 (LO6.2) - Nieto Ch. 6 PowerPoint (LO6.2) - Nieto Ch. 6 SoftChalk (LO6.2)	- SMS Ch. 7 Essay Question (LO6.1) - Nieto Ch. 6 Essay Question (LO6.2)	- SMS Ch. 7 Essay Question (LO6.1) - Nieto Ch. 6 Essay Question (LO6.2) - Midterm (LO6.1, LO6.2)	- Microsoft PowerPoint (LO6.1, LO6.2) - Web Browser (for SoftChalk) (LO6.1, LO6.2) - Blackboard Assignment (LO6.1, LO6.2) - Blackboard Tests (LO6.1, LO6.2)

Topic for Lesson	Lesson Objectives (LO's)	Activities		Evaluation/ Assessment	Course Technologies & Material Citations
		Readings/Videos	Assignments		
Lesson 7: How to become a change agent. Leading with self-initiated learning	**LO7.1** Identify ways by which novice principals work with others. (SLO 1, 2, 3) **LO7.2** Assess instructional and leadership strategies to increase students' self-initiated learning. (SLO 1, 2, 3)	- SMS Ch. 8 (LO7.1) - SMS Ch. 8 PowerPoint (LO7.1) - Nieto Ch. 5 (LO7.2) - Nieto Ch. 5 PowerPoint (LO7.2) - Nieto Ch. 5 SoftChalk (LO7.2)	- SMS Ch. 8 Essay Question (LO7.1) - SMS Ch. 8 VoiceThread (LO7.1) - Nieto Ch. 5 Question (LO7.2) - Nieto Ch. 5 VoiceThread (LO7.2)	- SMS Ch. 8 Essay Question (LO7.1) - SMS Ch. 8 VoiceThread (LO7.1) - Nieto Ch. 5 Essay Question (LO7.2) - Nieto Ch. 5 VoiceThread (LO7.2) - Midterm (LO7.1, LO7.2)	- Microsoft PowerPoint (LO7.1, LO7.2) - Web Browser (for SoftChalk) (LO7.1, LO7.2) - Blackboard Assignment (LO7.1, LO7.2) - Blackboard Tests (LO7.1, LO7.2) - VoiceThread (LO7.1, LO7.2)
Lesson 8: Principal Equity Consciousness, Empathy, Cultural Responsiveness	**LO8.1** Interpret how novice principals achieve equity consciousness. (SLO 1, 2) **LO8.2** Develop an appreciation for strategies to develop the values of empathy and cultural responsiveness. (SLO 1, 2)	- SMS Ch. 9 (LO8.1) - SMS Ch. 9 PowerPoint (LO8.1) - Nieto Ch. 4 (LO8.2) - Nieto Ch. 4 PowerPoint (LO8.2) - Nieto Ch. 4 SoftChalk (LO8.2)	- SMS Ch. 9 Essay Question (LO8.1) - Nieto Ch. 4 Essay Question (LO8.2)	- SMS Ch. 9 Essay Question (LO8.1) - Nieto Ch. 4 Essay Question (LO8.2) - Final Exam (LO8.1, LO8.2)	- Microsoft PowerPoint (LO8.1, LO8.2) - Web Browser (for SoftChalk) (LO8.1, LO8.2) - Blackboard Assignment (LO8.1, LO8.2) - Blackboard Tests (LO8.1, LO8.2)
Lesson 9: Understanding High Quality Instruction	**LO9.1** Identify leadership strategies by which principals can develop high-quality teaching. (SLO 1, 2, 3) **LO9.2** Generate well-developed leadership qualities that translate into increasing teachers' teaching skills. (SLO 1, 2, 3)	- SMS Ch. 10 (LO9.1) - SMS Ch. 10 PowerPoint (LO9.1) - Nieto Ch. 3 (LO9.2) - Nieto Ch. 3 PowerPoint (LO9.2) - Nieto Ch. 3 SoftChalk (LO9.2)	- SMS Ch. 10 Essay Question (LO9.1) - SMS Ch. 10 Discussion Forum (LO9.1) - Nieto Ch. 3 Essay Question (LO9.2) - Nieto Ch. 3 VoiceThread (LO9.2)	- SMS Ch. 10 Essay Question (LO9.1) - SMS Ch. 10 Discussion Forum (LO9.1) - Nieto Ch. 3 Essay Question (LO9.2) - Nieto Ch. 3 VoiceThread (LO9.2) - Final Exam (LO9.1, LO9.2)	- Microsoft PowerPoint (LO9.1, LO9.2) - Web Browser (for SoftChalk) (LO9.1, LO9.2) - Blackboard Assignment (LO9.1, LO9.2) - Blackboard Tests (LO9.1, LO9.2) - VoiceThread (LO9.2)
Lesson 10: Strategies to assist leaders in the development of professional development	**LO10.1** Examine how to use professional development, teacher preparation programs to mentor teachers. (SLO 1, 2, 3) **LO10.2** Employ an understanding of what leaders need to do to strengthen teacher mentoring and induction programs for new teachers. (SLO 1, 2, 3)	- SMS Ch. 11 (LO10.1) - SMS Ch. 11 PowerPoint (LO10.1) - Nieto Ch. 2 (LO10.2) - Nieto Ch. 2 PowerPoint (LO10.2) - Nieto Ch. 2 SoftChalk (LO10.2)	- SMS Ch. 11 Essay Question (LO10.1) - Nieto Ch. 2 Essay Question (LO10.2) - Nieto Ch. 2 VoiceThread (LO10.2)	- SMS Ch. 11 Essay Question (LO10.1) - Nieto Ch. 2 Essay Question (LO10.2) - Nieto Ch. 2 VoiceThread (LO10.2) - Final Exam (LO10.1, LO10.2)	- Microsoft PowerPoint (LO10.1, LO10.2) - Web Browser (for SoftChalk) (LO10.1, LO10.2) - Blackboard Assignment (LO10.1, LO10.2) - Blackboard Tests (LO10.1, LO10.2) - VoiceThread (LO10.2)

Topic for Lesson	Lesson Objectives (LO's)	Activities		Evaluation/ Assessment	Course Technologies & Material Citations
		Readings/Videos	Assignments		
Lesson 11: Sociopolitical issues in schools and society	**LO11.1** Demonstrate a working knowledge of how to challenge social & ideological barriers in contemporary school settings. (SLO 1, 2)	- Nieto Ch. 1 (LO11.1) - Nieto Ch. 1 PowerPoint (LO11.1)	- Nieto Ch. 1 Essay Question (LO11.1) - Nieto Ch. 1 VoiceThread (LO11.1)	- Nieto Ch. 1 Essay Question (LO11.1) - Nieto Ch. 1 VoiceThread (LO11.1) - Final Exam (LO11.1)	- Microsoft PowerPoint (LO11.1) - Web Browser (for SoftChalk) (LO11.1) - Blackboard Assignment (LO11.1) - Blackboard Tests (LO11.1) - VoiceThread (LO11.1)
Lesson 12: Education and the Crisis of Youth	**LO12.1** Appraise the current conditions in the education of underrepresented/ underserved/ underprepared students. (SLO 1, 2, 3)	- *Cultivating a Community of Effective Special Education Teachers: Local Special Education Administrators' Roles* (Bettini, Benedict, Thomas, Kimerling, Choi & McLeskey, 2017) (LO12.1)	- Journal Article Reflection 1 (LO12.1)	- Journal Article Reflection 1 (LO12.1) - Final Exam (LO12.1)	- Microsoft PowerPoint (LO12.1) - Web Browser (for SoftChalk) (LO12.1) - Blackboard Assignment (12.1) - Blackboard Tests (LO12.1)
Lesson 13: Latino parents & student academic success	**LO13.1** Explore how racial justice, educational opportunity, and social reform positively impact the school setting. (SLO 1, 2)	- *The Troublesome Legacy of Brown v. Board of Education (López & Burciaga, 2014)* (LO13.1)	- Journal Article Reflection 2 (LO3.1)	- Journal Article Reflection 2 (LO13.1) - Final Exam (LO13.1)	- Microsoft PowerPoint (LO13.1) - Blackboard Assignment (LO13.1) - Blackboard Tests (LO13.1)
Lesson 14: Sustained Student Learning	**LO14.1** Analyze a Principal's Experience to achieve sustained student learning, with culturally relevant teaching, and English language learners.(SLO 1, 2, 3)	- *Evidenced-Based Practices in Special Education: Current Assumptions and Future Considerations* (Russo-Campisi, 2017) (LO14.1)	- Journal Article Reflection 3 (LO14.1)	- Journal Article Reflection 3 (LO14.1) - Final Exam (LO14.1)	- Microsoft PowerPoint (LO14.1) - Blackboard Assignment (LO14.1) - Blackboard Tests (LO14.1)
Lesson 15: High-needs campuses	**LO15.1** Formulate principal strategies to transcend challenging social, economic, and demographic contexts. High-needs campuses - principal strategies to transcend challenging contexts. (SLO 1, 2)	- *How School and District Leaders Support Classroom Teachers' Work with English Language Learners by Elfers & Stritikus* (LO15.1)	- Journal Article Reflection 4 (LO15.1)	- Journal Article Reflection 4 (LO15.1) - Final Exam (LO15.1)	- Microsoft PowerPoint (LO15.1) - Blackboard Assignment (LO15.1) - Blackboard Tests (LO15.1)
Lesson 16: Finding Community Cultural Wealth	**LO16.1** Identify culturally relevant leadership strategies that honor community cultural wealth and increase student achievement. (SLO 1, 2)	- *Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth* (Yosso, 2006) (LO16.1)	- Journal Article Reflection 5 (LO16.1)	- Journal Article Reflection 5 (LO16.1) - Final Exam (LO16.1)	- Microsoft PowerPoint (LO16.1) - Blackboard Assignment (LO16.1) - Blackboard Tests (LO16.1)

Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING
VERBS	Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognise, Match, Reproduce, Memorise, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalise, Summarise, Put into your own words, Paraphrase, Convert, Demonstrate, Visualise, Find out more information about	Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose Interpret, Make Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice	Analyse, Distinguish, Examine, Compare, Contrast, Investigate, Categorise, Identify, Explain, Separate, Advertise, Take apart, Differentiate, Subdivide, Deduce	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritise, Determine, Critique, Evaluate, Criticise, Weigh, Value, Estimate, Defend	Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine Propose, Devise Formulate, Combine, Hypothesize, Originate, Add to, Forecast,
MATERIALS SITUATIONS	Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations	Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards.	Diagrams, sculptures, illustrations, dramatisations, forecasts, problems, puzzles, organisations, classifications, rules, systems, routines.	Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information	Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values.	Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules.
POTENTIAL ACTIVITIES & PRODUCTS	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the …in the story. Make a chart showing. Make an acrostic. Recite a poem.	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study. Make a clay model of an item in the area. Design a market strategy for your product. Dress a doll in costume. Paint a mural. Write a textbook outline.	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a point of view. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report. Arrange a party and record as a procedure. Review a piece of art including form, colour and texture	Prepare a list of criteria to judge a ……..show? Remember to indicate priorities and ratings. Conduct a debate about a special issue. Make a booklet about 5 rules you see as important to convince others. Form a panel to discuss views. Write a letter to .... advising on changes needed at … Write a half yearly report. Present your point of view.	Invent a machine to do a specific task. Design a building to house your study. Create a new product, give it a name and then devise a marketing strategy. Write about your feeling sin relation to … Design a record, book or magazine cover. Sell an idea. Devise a way to … Compose a rhythm or put new words to an old song.

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