Slide 1

The Process Towards QM Program Certification from a Faculty Perspective

Nov. 2, 2018

METROPOLITAN STATE UNIVERSITY OF DENVER

Slide 2

Learning Objectives

1. Identify the components necessary for becoming a QM certified program.

2. Describe the time commitment, expertise, and resources needed for becoming a QM certified program.

3. Identify the top five things needed to strengthen online courses.

Slide 3

QUALITY MATTERS
QM
The Program Certification Process

Workshop Outline

1. What is involved in getting QM Program certification?
2. What is involved in getting individual course QM certified?
   1. Top 5 things to consider to strengthen an online course
3. What Institutional resources are needed to get QM program certification?
4. What is involved in the QM ELITE training program?

Slide 4

This is all relatively new….

QUALITY MATTERS
QM
The Program Certification Process

- Began in 2015
- Only 5 programs across the country have gotten program certification.
- MSU Denver Human Development Family Studies Program is one of the first programs to apply for Program Certification Candidacy while creating the program.
  - We are creating a program (instead of evaluating an existing program) using QM program design standards.

Slide 5

Four Criteria need to become QM Program Certified?

1) Measurable learning objectives, outcomes, or competencies which reflect the QM Online Program Design Criteria

2) Learning objectives, outcomes, or competencies consistent with the program objectives

3) Courses in the program are designed with participation of QM-trained faculty or QM-trained instructional design staff.

4) All online course in the program are aligned with relevant QM Rubrics.

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Criteria #1:

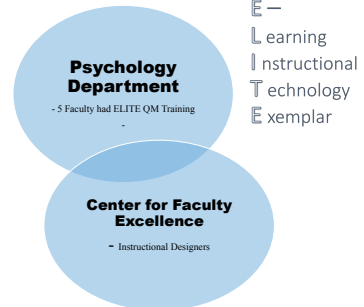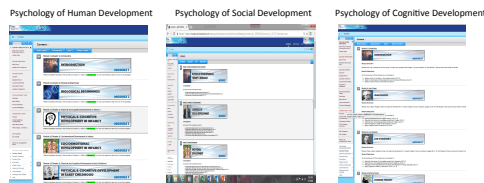- Measurable learning objectives, outcomes, or competencies which reflect the QM Online Program Design Criteria

Criteria #2:

- Learning objectives, outcomes, or competencies consistent with the program objectives

- A year ago, QM certified personnel helped us to aligned the course learning objectives from all our core courses onto our program learning objectives.

Criteria #3:

Courses in the program are designed with participation of QM-trained faculty or QM-trained instructional design staff.

E –
L earning
I nstructional
T echnology
E xemplar

Psychology Department
- 5 Faculty had ELITE QM Training -

Center for Faculty Excellence
- Instructional Designers

Criteria #4:

All online course in the program are aligned with relevant QM Rubrics.

Three courses were submitted for QM certification

Psychology of Human Development   Psychology of Social Development   Psychology of Cognitive Development

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11 additional courses were revised to QM standards and evaluated internally

COMPLETED   UNDER CONSTRUCTION

- Death and Dying
- Adulthood and Aging
- Child Psychology
- Infancy Psychology
- Introductory Psychology
- Developmental Educational Psychology

- Parenting Techniques
- Statistics
- Child Psychopathology
- Adolescent Psychology
- Senior Experience

Course Development Considerations: Program Issues

- Learning objectives for major
- Learning objectives for all courses in the major
- Objectives from courses mapped onto objectives for major
- Identification of faculty participants for ELITE program
- Identification of courses for QM certification vs. QM informed
- Courses in the major
  - Revision of current online courses
  - Creation of new online courses

Updating course to QM Standards
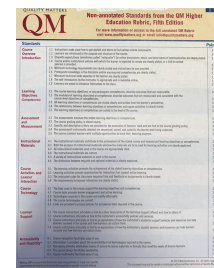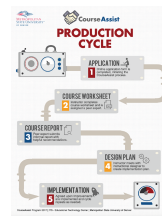
Course Development Considerations: Course Learning Objectives (Standard 2)

- Created as part of our university curriculum process
- Revised to better correspond with major objectives & reflect QM structure
- Foundation for all course development & alignment

Course Development Considerations: Alignment Map

- Module objectives
- Assessments & measurements
- Instructional materials
- Activities & learning interactions
- Technology

Course Level Objectives (CLO)

1. Evaluate major theories and research methods relevant to social development. (CLO1)
2. Describe developmental changes in specific areas of social development (e.g., emotional understanding, friendship, aggression, temperament) (CLO2)
3. Evaluate the role of various social (e.g., family, peers) and biological factors in specific areas of social development (e.g., aggression, morality, emotional regulation). (CLO3)
4. Describe cultural, ethnic, and social diversity in social developmental processes. (CLO4)
5. Apply theoretical concepts & research to social development issues encountered in a variety of social settings (e.g., households, classrooms, community organizations, internet). (CLO5)
6. Evaluate implications of social developmental research for interventions, education, and social policy. (CLO6)

Module	Module Learning Objectives (MLO)	Units	Assessments	Learning Activities	Instructional Materials
2. Contexts of Social Development	MLO2.1 Evaluate theoretical perspectives pertaining to contexts of social development (CLO1)	Family as Developmental Context	Quiz: Module 1 Contexts (Family as Developmental Context unit)	Practice Assessment Items	PowerPoint Presentation: Family as Social Developmental Context
	MLO2.2 Evaluate research methods pertaining to the study of contexts of social development (CLO1)	Peer Relations as Developmental Context	Reactions to Theory/ Research Discussion Posts		PowerPoint Presentation: Peers as Social Developmental Context
	MLO2.3 Describe developmental changes in peer, familial, school, and media contexts (CLO2)	Schools as Developmental Context	Advice Column Discussion Posts		PowerPoint Presentation: Schools as Social Developmental Context
	MLO2.4 Evaluate developmental outcomes related to family, peers, schools, and media (CLO3)	Media as Developmental Context	4 Weekly Blogs Exam: Contexts Module		PowerPoint Presentation: Media as Social Developmental Context
	MLO2.5 Describe diversity in contexts of social development (CLO4)		Comprehensive Final Exam		Chapters 7, 8, & 9
	MLO2.6 Apply theoretical concepts & research pertaining to social contexts to various social settings (CLO5)				

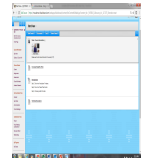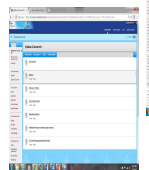## Course Development Considerations: Assessment & Measurement (Standard 3)

- Types of assessments
- Clear descriptions/instructions
- Grading rubrics

## Course Development Considerations: Accessibility & Usability (Standard 8)

- Document type
  - HTML
  - PDF
  - Word & PowerPt
- Document structure
- Alternative text for images
- Closed captioning videos
- Multiple means

Course Development Considerations: Organization & Structure

- Course overview & introduction
- Standard syllabus information
- Module structure
- Consistent navigation

Institutional Resources
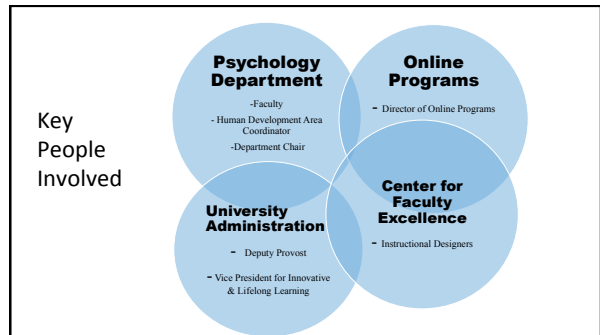
Key People Involved

Task	People Involved				
	Faculty	Instructional Designers	Director of Online Programs	Program Liaison	Department Chair
Meet to discuss initial plans, QM proposal, faculty incentives, administration		✖	✖	✖	✖
Develop QM proposal and application		✖	✖		
Meet with University Administration for approval/ support			✖		
Meet to develop vision, goals, and learning objectives	✖	✖	✖	✖	
Develop curriculum proposals	✖				

Task	People Involved				
	Faculty	Instructional Designers	Director of Online Programs	Program Liaison	Department Chair
Complete QM training and certification requirements	✖		✖	✖	
Meet with individual faculty to discuss course improvement to meet QM certification standards	✖	✖			
Revise existing courses to meet QM certification standards	✖				
Create new courses based on QM certification standards	✖				

Financial Costs

- QM application fee
- QM candidacy fee
- QM training for faculty
- Faculty incentive to design/revise courses and have them QM certified
- Ongoing (every 5 years) QM *internal* review for all courses in program
- Marketing

$85,000 Total Cost

5 Faculty are becoming ELITE QM Certified

E –
L earning
I nstructional
T echnology
E xemplar

Certification Program

Step 1: Foundations Certification

Step 2: Advanced Certification

Step 3: Applying the QM Rubric

Step 4: QM Certified Peer Reviewer

Step 5: ELITE Award