**Learning Plan Template:**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 *Goals for the Certificate Program***

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***Self-Paced Learning Modules (minimum of eight to achieve program certificate)***

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| --- | --- | --- | --- |
| **Course Design** | | **Learner Engagement** | |
| ☐ Course Design Matrix | | ☐ Building Assignments & Assessments | |
| ☐ Overview of Bloom’s Taxonomy | | ☐ Constructing & Using Rubrics | |
| ☐ Establishing Your Instructor Presence | | ☐ Collaborative & Reflective Activities | |
| ☐ Creating a Welcome Letter | | ☐ Facilitating Teams | |
| ☐ Developing a Learner-Centered Syllabus | | ☐ Problem-Based Learning | |
| ☐ Moving Course Materials Online | | ☐ Using Media to Engage Learners | |
| ☐ Populating Course Materials for Online | | ☐ Virtual Facilitation | |
| ☐ What is Quality Matters™? | |  | |

***Collaboration Plan (minimum of one to achieve program certificate)***

**Actively participate in five live sessions via Blackboard Collaborate:** Throughout the semester, we will hold a minimum of five live, synchronous sessions to discuss questions and topics that are related to the self-paced learning modules and the development of online instruction. If you like to participate actively in an online discussion, you may want to select this option. The dates and times for these discussions can be found in the syllabus.

**Engage in weekly threaded discussion boards:** Set up as a traditional discussion in the course, this option is for those who prefer an asynchronous activity – you will routinely check the discussion space to share your thoughts and questions, as well as respond to your colleagues. This will involve regular review and participation. If you find it difficult to attend the live sessions, you may want to choose this option.

**Develop one of the reflective or collaborative tools (class ‘blog or wiki) with your colleagues:** In any learning management system, there are a number of collaborative tools that can be used. In Blackboard, students may develop a ‘blog (Web log) that allows then to share their thoughts and learning and get feedback from peers and the facilitators. Another option is to develop and / or participate in a wiki – a wiki is a knowledge-building activity where you are engaging in building information based on your learning. These activities are also not time bound, but also give you the opportunity to use these tools to see how they might work in your own online course.

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Choose at least one of the following collaborative activities – check the appropriate choices:

Actively participate in five live sessions? \_\_\_\_\_\_\_\_\_\_\_\_

Engage in weekly threaded discussion forums? \_\_\_\_\_\_\_\_\_\_\_\_

Develop one of the reflective or collaborative tools (‘blog or wiki) with your colleagues?   
Plan to participate fully in **multiple tools** if you choose this option. \_\_\_\_\_\_\_\_\_\_\_\_

Which tool(s) would you like to explore? (Circle one or more) ‘blog wiki

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***Assignments (must complete all of the assignments to achieve program certificate)***

**Online Course Design Matrix -** completion of a design matrix that includes course objectives, level of Bloom’s Taxonomy, instructional activities, and assessments that are aligned and ready to be sequenced into an online course. More information will be provided in the Online Course Design Matrix self-paced learning module. \_\_\_\_\_\_

**Learner-Centered Syllabus** – completion of a course syllabus that demonstrates the characteristics of a learner-center syllabus and is ready for insertion into your Preliminary Course Shell. More information will be provided in the Learner-Centered Syllabus self-paced learning module. \_\_\_\_\_\_

**Course Welcome Letter** – completion of a descriptive letter that can be sent to students 1-2 weeks in advance of the course that will help to establish your instructor presence and will help students get to their destination on the first day of your course. More information will be provided in the Course Welcome Letter self-paced learning module. \_\_\_\_\_\_

**Preliminary Course Shell** – whether you are building your course in Blackboard or in another LMS, there is value in developing a preliminary course shell for the program facilitators to review. ***Please discuss this assignment*** with your mentor as you get further into the program – arrangements can be made for us to review your work without having to have direct access to your LMS. The Preliminary Course shell should also have **one or more examples** of developing content for your course (as discussed in the self-paced modules Using Media to Engage Learners, Facilitating Teams, Problem-Based Learning, Promoting Learning with Reflective or Collaborative, etc.) \_\_\_\_\_\_

**Assignment with Rubric** – this assignment involves full completion of an assignment and an accompanying rubric, preferably in your LMS. Again, discuss this with your mentor as you work through the program. \_\_\_\_\_\_

**NOTE:** If you do not intend to complete the full program, please provide a check mark after the assignments you intend to complete.