Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website
Moving an Undergraduate Teacher Preparation Program to fully online: The vital role Instructional Designers played in the process to help us achieve our goals.

Dr. Donna Redman
Dr. David Perry
University of La Verne
Session format

30 minute presentation

5 minute individual reflection

10 minute Q & A

Stay until the end for maximum engagement!
Poll

1. Institution
https://PollEv.com/multiple_choice_polls/HSw5P8AFr9RvwhDBuM5oG/web

2. Role
https://PollEv.com/multiple_choice_polls/Scrv6irT3eopTEDqv5Tn/web

3. Years of experience
https://PollEv.com/multiple_choice_polls/By03c7JIXkY1Vmw53oOjo/web
<table>
<thead>
<tr>
<th>What type of institution are you from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
</tr>
<tr>
<td>Community College</td>
</tr>
<tr>
<td>4-year Public</td>
</tr>
<tr>
<td>4-year Private</td>
</tr>
</tbody>
</table>
What is your role?

- Instructional Designer/Technologist
- Faculty/Instructor
- Program Director/Manager
- Other
How many years of experience do you have in your current role?

- Less than a year (A)
- 1-4 years (B)
- 5-7 years (C)
- 8 or more years (D)
Why is this topic important?
The University of La Verne is a Carnegie doctoral/Research University in Southern California enrolling over 8,000 students in four colleges over 11 campuses.

LaFetra College of Education (LFCE)  A leader in preparation of professional educators and administrators.
B.A., Educational Studies

A four-year program that provides students with pedagogy and subject matter preparation for the Multiple Subject Teaching Credential.

Academic Quality

The University of La Verne has a longstanding reputation for preparing quality teachers. This process begins with the multiple subject preparation program, Educational Studies. Coursework is taught by faculty who have the expertise and passion to teach aspiring professional educators.

Why Students Choose the University of La Verne

- Personalized Attention
  - Accessible faculty
  - Small class size

- Program Quality
  - Interactive classes
  - Content that blends theory and practice

- Flexibility
  - Flexible course times reflect an understanding of a working student’s schedule
  - Students can attend either full time or part time
  - Online classes available

Accreditation

The University of La Verne is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), the Council for the Accreditation of Educator Preparation (CAEP), and is approved by the California Commission on Teacher Credentialing (CTC).
What drove this conversion?

Source: Allen & Seaman, 2017

Online offerings

College of Arts & Sciences and College of Business & Public Management

- AA, General Education
- BS, Organizational Management
- BS, Public Administration
- BS, Criminal Justice & Criminology
- BA, Business Administration
- BS, Information Technology

LaFetra College of Education
Challenges

- Time
- Loss of control of content
- No support
- Lack of experience in online design
The process

Faculty Course Specialist

Instructional Designer

Image by thumprchgo from Pixabay

Image free for commercial use from Pixabay
The Process

Blackboard Learning Management System

Existing Hybrid Course Content

New Online Course Template
Instructional Designers
# La Verne Online Course Quality Rubric

## Reviewer Notes

La Verne Online’s Course Quality Rubric is designed to evaluate the launch readiness of our courses. The rubric is divided into eight sections with a total of 50 standards. Faculty peer evaluations of the course, completed no later than four weeks prior to the scheduled course launch, determine whether the course is ready to launch as-is or whether final revisions are required prior to launch.

### Section 1: Course Welcome

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 5     | 1. Initial course entry
       | 2. Syllabus
       | 3. Policies
       | 4. Pre-course contact

### Section 2: Campus Community and Learner Support

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 6     | 1. Institutional policies
       | 2. Course policies
       | 3. Student services

### Section 3: Assessment and Evaluation

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 9     | 1. Reading plan
       | 2. Authenticity
       | 3. Validity
       | 4. Instructions
       | 5. Evaluation standards

### Section 4: Instructional Strategies

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 4     | 1. Philosophy of teaching and learning
       | 2. Challenging
       | 3. Active learning
       | 4. Context

### Section 5: Learning Community and Interaction

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 6     | 1. Interactions
       | 2. Interaction opportunities
       | 3. Interaction issues

### Section 6: Learning Experience Design

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 8     | 1. Organization
       | 2. Pathway
       | 3. Course-level learning outcomes
       | 4. Learning alignment

### Section 7: Course Technologies

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 7     | 1. Interoperability
       | 2. Format
       | 3. Training and support
       | 4. Learner engagement

### Section 8: Community Standards and Compliance

<table>
<thead>
<tr>
<th>Count</th>
<th>Standards</th>
</tr>
</thead>
</table>
| 4     | 1. Industry and diversity
       | 2. FERPA
       | 3. ADA and Universal Design for Learning
       | 4. Copyright

Total: 50

*Indicates the standard is essential

*Indicates standard is addressed by the LVQ template

Roll Out

Ready

Set

Go!
Quiet Reflection

HOW WILL YOU SHARE TODAY’S LEARNINGS WITH YOUR ORGANIZATION?

https://padlet.com/dperry27/duxcj2w8wcfh
Moving an Undergraduate Teacher Preparation Program to fully online: The vital role Instructional Designers played in the process to help us achieve our goals.

Dr. Donna Redman
Dr. David Perry
University of La Verne
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website