

Welcome to Today's WCET Webcast

SEPTEMBER 17, 2024

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website next week.



Community

Equity

Policy

Practice



Welcome!

- Slides can be downloaded via the link in chat.
- Please use the Question box for questions and Chat for other information exchange.
- Slides, recording, and shared resources will be emailed to attendees.

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wcet

Webcast

Transforming Curriculum: Time-Saving Strategies for Enhanced Rigor Through Alignment

September 17, 2024



Hosted in partnership with:



Speakers



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Senior VP of LX Design,
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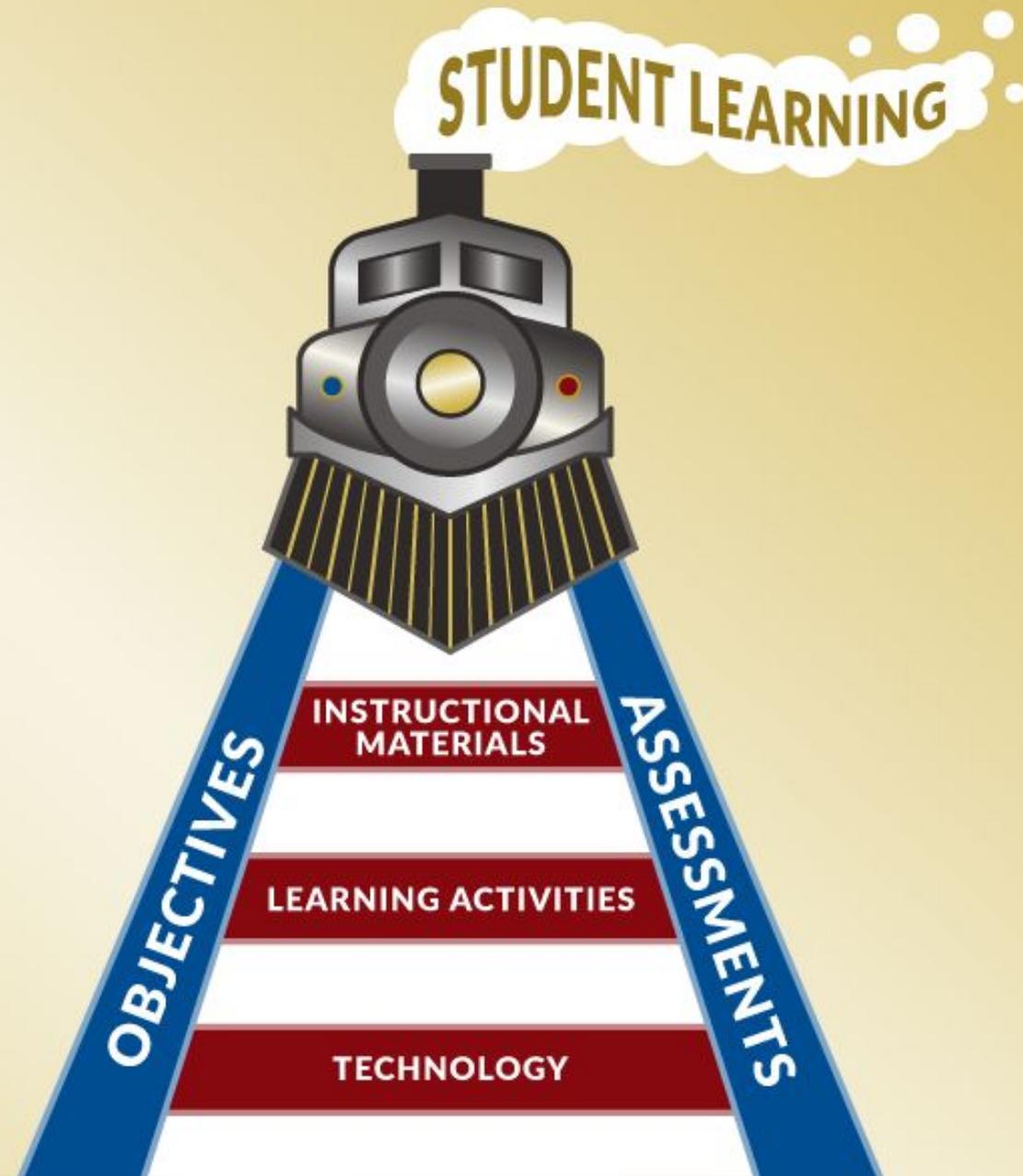
Agenda

- Introduction | Leah
- Quality Matters & Alignment | Brenda
- Building Augusta University Online | Corey
- iDesign Partnerships & Align | Krista
- Q & A

Quality Matters & Alignment

Alignment | Critical course elements work together to ensure that learners achieve desired learning outcomes.

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QM Alignment Specific Review Standards

2.1 The course-level learning objectives describe outcomes that are measurable.

2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

3.1 The assessments measure the achievement of the stated learning objectives.

4.1 The instructional materials contribute to the achievement of the learning objectives.

5.1 The learning activities help learners achieve the stated learning objectives.

6.1 The tools used in the course support the learning objectives.

Example: Kent State University

Program Outcome 5: Business Ethics

- *Program Outcome 1: Analyze the elements of a business problem and construct well-reasoned solutions. (Critical Thinking)*
- *Program Outcome 2: Write effective business communications. (Written Communication)*
- *Program Outcome 3: Make effective business presentations, using appropriate technologies. (Oral Communication)*
- *Program Outcome 5: Recognize ethical business dilemmas and use ethical decision making to resolve the dilemma. (Ethics)*

FIN66050: Law and Ethics – Course Level Objective (CLO) 4 Alignment Map

CLO 4: Experience ethical and legal decision-making dilemmas faced in various managerial settings. (PLO 1, 2, 3, 5)

Module	Module Learning Outcomes	Assessments/Learning Activities	Instructional Materials	Course Tools
M2	Explain the corporate cultures as well as management policies and strategies that can lead to an ethical dilemma.	Dilemma Mini Essay	Chapter 2, The Great Salad Oil Scandal Articles, What is a Whistleblower? Article, Money and Ethics Video	Assignment Dropbox
M3	Formulate a resolution to the ethical dilemma.	Manager Dilemma Mini Essay	Chapters 19-21	Assignment Dropbox
M5	Analyze your ethical dilemma and offer recommendations for improvement	Ethical Dilemma Rough Draft	Chapters 1-4; 19-21 Ethical Dilemma Presentation	Group Discussion Board Kaltura
M6	Identify stakeholders, contract laws, and ethical theories involved in the hypothetical case.	Manager Dilemma Mini Essay	Chapters 7, 8, and 17	Assignment Dropbox
M6	Analyze all options for resolving the dilemma.	Manager Dilemma Mini Essay	Chapters 7, 8, and 17	Assignment Dropbox
M7	Analyze ethical and legal business cases.	Case Study: ADM Corporation	Chapter 16, Justice Department Press Release, ADM Settles Price Fixing Charges for \$400 Million Article, The Fix Is In Audio	Assignment Dropbox
M8	Analyze your ethical dilemma	Ethical Dilemma: Presentation	Ethical Dilemma Presentation	Assignment Dropbox Kaltura



Video Shows Align’s Time on Task | Alignment Grid | Printable Reports | Program Detail

Program Alignment Analysis

High-level: All Outcomes

Show Numbers	PUBH 201	HLTADM 401	HLTADM 402	HLTADM 403	HLTADM 404	HLTADM 405	HLTADM 406	HLTADM 407	HLTADM 408	HLTADM 411	HLTADM 412	HLTADM 413	HLTADM 414	HLTADM 415	HLTADM 416	HLTADM 417	HLTADM 418
▼ MPH Foundational Public Health Knowledge (Learning Experiences)	228	169		51						112	136						
▼ MHA Program Learning Outcomes	220	125	240	243	248	228	135	240	171	43	272	224	244	200	172	236	200
▼ MHA Course Learning Objectives	79	116	196	164	217	222	115	191	69	183	97	219	170	125	102	224	196
▼ MHA Module Learning Objectives	149	191	220	197	101	137	167	184	124	118	160	115	166	112	101	131	131
▼ Health Policy and Management (HPM) Discipline-Specific Competencies			60	105	212		83		51	97		394	51	50	48	237	165
▼ MPH Foundational Competencies			60	134	145	162	89	120	91		146	348		40		153	
▼ Additional Competencies to Create Tailored Study Plans								108							35		

Strengths

1. Solid coverage of PLOs, CLOs, and MLOs overall
2. Most courses align to HPM
3. Many courses align to MPH Foundational Competencies

Potential Gaps

1. Alignment to MPH Foundational Public Health Knowledge
2. Alignment to HPM
3. Alignment to MPH Foundational Competencies

Questions & Decisions

1. Are MPH Foundational Public Health Knowledge skills necessary?
2. Should all courses support HPM?
3. Is stronger alignment to MPH Foundational Competencies needed?

Student Workload Analysis

120 Hour Goal Per Course

PUBH 201		133h 18m	HLTADM 408		117h 42m
HLTADM 401		136h 56m	HLTADM 411		150h 17m
HLTADM 402		113h 57m	HLTADM 412		132h 48m
HLTADM 403		114h 11m	HLTADM 413		108h 2m
HLTADM 404		117h 56m	HLTADM 414		109h 22m
HLTADM 405		99h 12m	HLTADM 415		117h 18m
HLTADM 406		111h 37m	HLTADM 416		101h 48m
HLTADM 407		97h 53m	HLTADM 417		109h 9m
			HLTADM 418		114h 33m

Strengths

1. Documented process for calculating hours
2. Courses have a substantial workload

Potential Gaps

1. Some courses are well above the 120 hour mark
2. Some courses are well below the 120 hour mark

Questions & Decisions

1. Are some courses overloading learners?
2. Have some courses removed too much content and or assessments/activities?
3. Could the variance across the program lead to learner frustration?

Continuous Improvement Priorities

Program Alignment Needs and Focus:
Professional Standards (CEPH, HPM)

Emphasis

1. PUBH 201
2. HLTADM 401, 405, 407, 414, 416, 418

Very Low Priority

- HLTADM 403

Priority	Course	CEPH - MPH Foundational Public Health Knowledge	CEPH - MPH Foundational Competencies	Health Policy and Management (HPM)
High	PUBH 201		X	X
High	HLTADM 401		X	X
High	HLTADM 405	X		X
High	HLTADM 407	X		X
High	HLTADM 414	X	X	
High	HLTADM 416	X	X	
High	HLTADM 418	X	X	
Medium	HLTADM 402	X		
Medium	HLTADM 403			
Medium	HLTADM 404	X		
Medium	HLTADM 406	X		
Medium	HLTADM 408	X		
Medium	HLTADM 411		X	
Medium	HLTADM 412			X
Medium	HLTADM 415	X		
Medium	HLTADM 413	X		
Medium	HLTADM 417	X		



AUGUSTA
UNIVERSITY

- Located in Augusta, GA
- Founded in 1828
- Part of the University of Georgia System
- 10K Students



AUGUSTA UNIVERSITY

ONLINE

- Goal 1: 16 X 30
- Goal 2: 25 Programs in 5 years
- Synchronous, Accelerated Fully Online Programs



ONLINE

FALL 2022
(2 months)

AUO Discovery & Orientations

Contract signed

Institutional discovery
and student and
faculty orientation
developments

SPRING 2023
(4 months)

Program Discovery Phase

Institutional discovery
and orientation
development
continues

Program Planning

SUMMER 2023
(4 months)

Program Design Phase 1

Courses from each
program to be designed
for Fall 23 student
cohorts

Courses developed the
term before they are
taught to maximize ROI

Transforming
pedagogical practices
of faculty through
design support

FALL 2023, SPR 24, ETC.
(4 months)

Program Design Phase 2

Each term # courses per
program would be
developed until the
program is completely
built out and courses
go into cycles of
continuous improvement

SPRING 24 cont'd

Continuous Improvement

Course updates for
curriculum that changes
frequently

Pedagogical/
Technological updates
to student experiences

Using
student/instructor
feedback to fine tune
the programmatic
journey

Discovery Assets



..... AUO Charter

..... Three Program Charters

..... Vision Deck + Executive Summary + EdTech Resources

..... AUO Student Orientation + Handbook with Video Assets

..... AUO Faculty Orientation + Handbook with Video Assets

..... D2L Prototype and Approved Course Template

..... QM-Aligned Blueprint

..... Course Navigation Video

Additional Assets Created



..... AUO Course Developer Guide

..... Online Instructor Teaching Manual

..... Online Faculty Communication Best Practices and Expectations

..... Assessment Guide

*3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

*3.5: The course provides learners with multiple opportunities to track their learning progress with timely feedback.

..... Syllabus Templates (Part A and Part B)

*5.3 The instructor's plan for interacting with learners during the course is clearly stated.

*5.4 The requirements for learner interaction are clearly stated.

..... Rubrics - foundations

- Engagement + Presentations + Concept Map + Written Assignments

..... Video Resources

- Approaches to Video in Online Education
- 7 Helpful Strategies to Video Development

Partner Selection: **Augusta** Program Selection: ▼

Time on Task Summary	Alignment Grid	Program Activities	Course Activities					Course Modules			Printable Report			
<input type="checkbox"/> Show Numbers		EDTD	EDTD	EDTD	EDTD	EDTD	EDTD	EDTD	EDTD	EDTD	EDUC	SPED	SPED	SPED
▼ National Board for Professional Teaching Standards		73	197	101	138	102	74	100	146	123	102	259	120	309
NBPTS - National Board for Professional Teaching Standards														
NBPTS 1 - Accomplished teachers use their knowledge of child development, their knowledge of students as individuals, and their knowledge of students as learners to develop and strengthen relationships that enhance learning.		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
NBPTS 2 - Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global citizenry.			✓				✓			✓		✓		✓
NBPTS 3 - Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.			✓				✓	✓	✓	✓		✓		✓
NBPTS 4 - Accomplished teachers draw on and expand their knowledge of content and curriculum to determine what is important for students to learn and experience within and across the subject areas of the childhood years.				✓	✓							✓	✓	✓
NBPTS 5 - Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
NBPTS 6 - Accomplished teachers establish and maintain partnerships with families and the greater community to enhance teaching and support student learning.				✓	✓							✓	✓	✓
NBPTS 7 - Accomplished teachers are leaders who advocate for the teaching profession and student learning.		✓	✓		✓	✓		✓	✓	✓	✓			✓
NBPTS 8 - Accomplished teachers are cognizant of the changes that occur in society and in education. They thoughtfully and proactively analyze and respond to change as it affects their students and their profession.			✓											
NBPTS 9 - Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.			✓											
▶ MED Program Outcomes		40	60	37	51	43	35	35	39	63	35	87	40	113
▶ MED Course Learning Objectives		60	51	247	59	104	105	100	105	47	115	127	77	145
▶ MED Module Learning Objectives		72	83	165	66	88	117	63	106	68	83	138	89	157
▶ Interstate Teacher Assessment and Support Consortium Core Teaching Standards							210			25				

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NBPTS 2 - Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global citizenry.				25				35			16		45		49
NBPTS 3 - Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.				25				34	30	35	33		46		49
NBPTS 4 - Accomplished teachers draw on and expand their knowledge of content and curriculum to determine what is important for students to learn and experience within and across the subject areas of the childhood years.						36	22						41	40	49
NBPTS 5 - Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.			29	35	37	30	41		28	38	30	41	41	40	49
NBPTS 6 - Accomplished teachers establish and maintain partnerships with families and the greater community to enhance teaching and support student learning.					28	34							40	40	49
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Align...

- **Is a Centralized Curriculum for Seamless Collaboration**
 - Bring all your curriculum into one centralized location, making it easy to collaborate, update, and share in real-time, all from a single, unified platform.
- **Allows for Future-proofing and Continuous Improvement**
 - Supports ongoing updates and revisions, ensuring your curriculum evolves with changing educational needs.
- **Features**
 - **AI Mapping Assistant - Available now!**
 - **List to List Alignment Grids**
 - Mapping Standard to Standard
 - Never do multiple manual crosswalks again

Scan to book a
demo of Align!





Q & A

Contact Information



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Additional Information and Resources

The webcast recording and additional resources will be available in the next week: wcet.wiche.edu/events/webcasts.

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- The Complex Economics of Digital Learning – September 27, 12:00 MT | WCET member event
- Strategy, Vision, and Academic Affairs: A Framework for Successful Online Learning – October 22, 12:00 MT

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Thank you for attending!

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