Implementation of an Environmental and Occupational Health Course for the Public Health Program at Research 1 University

Final Project
Group 3

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Executive Summary of Part 1

This proposal focuses on the implementation and objectives of an Environmental and Occupational Health Course for the Public Health Program at Research 1 University. This will be the first course in a program that is transitioning to distance education. In the first part of the proposal, we will cover organizational needs and problems to be solved, rationale for distance education, primary learning objectives, needs analysis and audience description. We will also cover needs assessment and the positive/negative attributes of a web-based course.

Section Summaries
Organizational Needs/Problems to Be Solved
Students would like distance learning courses to be substituted for face-to face courses to accommodate busy schedules and faculty needs to be trained in distance education delivery techniques in order to meet student needs.

Rationale for Distance Education
Graduate students have demanding schedules and need flexibility, which distance education can offer. A study by U.S. Dept. of Education shows that students perform at least as well, and often better than in F2F classes. (Feintuch, 2010)

Primary Learning Objectives for This Course
There are eight primary learning objectives for this course. They are all based off of Bloom's Taxonomy principles.

Needs analysis
Research has confirmed that candidates of this program are family and career-oriented. A distance education program would be well suited for students' needs.

Audience description
Candidates are from a diverse background, including qualified professionals seeking continued education/certification credits, staff from academic institutions wishing to participate in research to advance career, and/or recent graduates wishing to further their education.

Needs assessment
Skills must be assessed in candidates to include: computer skills, learning styles, prior learning experiences, available resources, accessibility, and student expectations.

Positive attributes of a Web-based course
Synchronous and asynchronous sessions can be adapted to benefit busy schedules and enhance user experience by adding flexibility. Course content can be delivered in multiple formats. Small co-horts contribute to optimal learning in an online environment.

Negative attributes of a Web-based course
Technical issues may arise that could hinder learning experiences. Faculty/student contact may not be as frequent as face to face contact. Some graduate candidates may not have strong computer/internet skills.

Support
Research 1 University will ensure students have appropriate support for technical issues and easy access to policies/manuals that will augment student experience.

Changes to Part 1
After Part 1 of our proposal, we focused on how we would elicit faculty support. We will create a Director of Instructional Technology to act as a liaison between faculty, Instructional Designers, graphic artists, etc. The director of Instructional Technology will support faculty with pedagogical elements relating to LMS and course design (appropriate instructional strategies, etc). The IT staff will take care of technical issues. Faculty will be given a certain amount of control (as allowed by program chairs) in order to design their courses (E.g. – Faculty will be given the choice of how to set up their instructional videos (if instructional videos are to be offered in their course(s)).

Organizational needs / Problem to be solved
The college of public health of Research I University has decided to revamp their Master's program. The dean and department chairs have decided to make this new master's program fully online as marketing research has shown that students would actually prefer a distance learning approach. However, current master's program survey results show that the great majority of faculty teaching the courses, don't know how to teach online. Throughout semesters, students have complained about factors such as, lack of interaction with the instructor; lack of opportunities to interact with other students; instructors not responding to student communications, responding late, or in an impolite manner; short array of instructional methods presented; lack of engagement; and not providing clear instructions and expectations for students. In order to create a successful online program, it is necessary to motivate and bring the faculty up to date on the best practices for distance education. A program needs to be developed to train faculty to develop better online teaching skills.

Rationale for a Distance Education Approach
Distance Education (DE) might not stand on the same footing as face to face (F2F) education, but it's no longer an outlier in the field of education. It's uniquely suited to the needs of graduate student who tend to be professionals that have worked in industry for some years. DE allows them to continue working, while advancing their career at their own pace.

A study by the U.S. Dept. of Education shows that students perform at least as well, and often better than in F2F classes. (Feintuch, 2010). Bernard found that graduate students tend to be more successful than undergraduate students in DE, further strengthening the rationale for distance delivery. (Bernard et al 2004).

Offering the opportunity to further their career at their own convenience should prove attractive to professionals. DE will also allow the university to expand their reach to students who otherwise might not attend due to geographical location.

Some Cautions
Students involved in distance education (DE) have higher dropout rates than students involved in face to face (F2F) education. To overcome this, there are several instructional strategies that should be employed. Naidu ranked 4 categories of instructional strategies for effect size. The categories are: content presentation, activation of learning, social support, feedback and correction. (Naidu, 1994). Looking at the factors with the highest effect size, and most practical application would leave us with:

- Advance Graphic Organizers
- Student Participation
- Cooperative Learning
- Overall Feedback

Another factor in numerous studies on the subject of learner retention, and persistence (completing the course) is communication. Moore found that dialog was the largest factor in overcoming what he termed *Transactional Distance. "A psychological and communication space to be crossed, a space of potential misunderstanding between the inputs of instructor and those of the learner" Dialog* consisted of teacher to student interaction, others have expanded the definition to student to student, and student to materials. If you look at the four instructional strategies above, 3 of the 4 deal with the types of interaction just mentioned.

Standard textbooks can be use but should also be augmented with video or other interactive media (student to materials interaction). Materials can also be delivered via the internet or mobile app. This will allow our faculty to be able to participate in the training anytime, and anywhere.

Instructors need to be taught all these types of interaction, and the best way to do it is teaching by example. Instructors need to be put in an online environment on the student side, this way, they will participate in an ideal learning online environment that will teach them the right tools to use for online education. We also know that teaching is one of the many commitments of our faculty. Among other responsibilities are, research, advising, and traveling. This is another factor that will make distance education ideal for our faculty; they will be able to easily fit these training sessions into their busy schedule, completing the assignments at their convenience.

Primary learning objectives for the course
The first course to be implemented is Environmental and Occupational Health. Upon course completion, we expect the students to complete the following learning objectives:

1. Be able to list and describe major biological and chemical agents.
2. Explain how to protect against certain biological and chemical agents if exposed.
3. Be able to differentiate between acceptable and unacceptable work conditions.
4. Understand hazardous waste and its effect on the environment.

5. Be able to apply best practices to clean water initiatives.
6. Identify different regions where occupational and environmental conditions are subpar and explain how to elicit change.
7. Recall laws concerning environmental and occupational health and know when these laws have been violated.
8. Evaluate practices concerning environmental and occupational health and identify areas of concern.

Needs Analysis

Health Researchers are currently in high demand in the United States. I University strategic plan has the potential to prepare highly qualified research candidates to accommodate this emerging market. In addition to alignment with strategic plan I University research has confirmed there is a strong demand for an online Master's Program in Research. Rationale: Graduate student candidates are career and family oriented which makes it difficult to attend courses on campus. Additional student demographics of distance and location can be accommodated through distance education for the Master's Program in Research.

Audience Description

The Master's Program courses will target a variety of candidates, as follows
● Qualified professionals who wish to enhance their knowledge and improve their professional development through coursework and higher degree research;
● Staff from academic institutions and other suitably qualified professionals who want to participate in advance research for advancing career;
● Recent Bachelor Degree graduates in research who want to participate in advance research studies.
● Specialists in other fields highlighted above.

Needs Assessment

In order for the graduate student candidate to succeed in distance education course depends on his or her ability to understand the course structure and technology.
● Computer Skills: Graduate candidates must have intermediate to advance computer skills to succeed in web-based courses;
● Learning Styles: Assessing graduate students learning styles will be a determinant for planning course activities and system enhancements;
● Prior learning experiences: Prior experience and success in the use of web-based tools and computer-based applications will improve candidate success in technology mediate learning environments;
● Available resources: Graduate candidate will have access to appropriate computer and software and internet access to successfully complete web-based course;
● Accessibility: Graduate candidate will be aware of integration of ADA standards and understand conformance with institutionally policy regarding accessibility in online and hybrid courses;
● Student expectations: Graduate candidate will develop an understanding of educational outcomes between course goals and student goals.

Positive/Negative attributes or web-based course

Positive Attributes
- Synchronous or asynchronous learning approach enables graduate candidates to access course information at a time or location conducive to his or her learning.
- A variety of teaching strategies and tools intended to tailor concepts to different learning styles and preferences.
- The ability to deliver content in multiple media types.
- Small co-horts for optimum learning in an online community environment.
- Conducive to independent self-directed learners or collaborative learning.
- Highly qualified instruction from industry experts and researchers.

Negative Attributes
- Graduate candidates not familiar with web-based courses may encounter difficulties in navigating course curriculum.
- Graduate candidates not familiar with Canvas may experience difficulties requiring extended support not available in Q&A technical web support pages.
- Instructor interaction may not be as frequent or personalized as traditional campus courses.
- Legacy computer-based equipment may experience difficulties accessing school resources and course materials online.

Support
The I University will ensure Graduate candidates will have
- or be provided with overview of university policies on fair use, copyright law, and plagiarism facilitated by instructor;
- available technical support by web links, telephone or email contact information;
- available Canvas training online;
- access to library resources and services;
- access to academic and financial aid advisors during business hours or by telephone or email;
- access to instructors by telephone or email;
- access for academic accommodations for a disability. Inquiry and needed services will be directed to the Office of Services for Students with Disabilities.

Content Outline

Modules 1 - 8	Objectives	Activities
Module One	Be able to list and describe major biological and chemical agents.	- Lecture - Reading - Assignment - Quiz - Synchronous Session
Module Two	Explain how to protect	Lecture

	against certain biological and chemical agents if exposed.	- Reading - Assignment - Quiz
Module Three	Be able to differentiate between acceptable and unacceptable work conditions.	- Lecture - Reading - Assignment - Quiz
Module Four	Understand hazardous waste and its effect on the environment.	- Lecture - Reading - Assignment - Quiz
Module Five	Be able to apply best practices to clean water initiatives.	- Lecture - Reading - Assignment - Quiz - Synchronous Session
Module Six	Identify different regions where occupational and environmental conditions are subpar and explain how to elicit change.	- Lecture - Reading - Assignment - Quiz
Module Seven	Recall laws concerning environmental and occupational health and know when these laws have been violated.	- Lecture - Reading - Assignment - Quiz
Module Eight	Evaluate practices concerning environmental and occupational health and identify areas of concern.	- Lecture - Reading - Assignment - Quiz - Synchronous Session

Delivery media To be most effective this course will be *instructor led*, *print and graphic* rich and *asynchronously delivered*, via the web using a learning management system (LMS) like Canvas, WebCT or Blackboard. Using an *instructor led* model, allows for pacing to follow the typical college semester. Using predominantly text for delivery allows for easy modification of the material, and places less bandwidth demand on the student. *Asynchronously delivered* because many of our Graduate students are full time professionals, and as a result have difficulties attending on campus or even synchronous sessions. In a survey by the National Center for Educational Statistics Quick Source System 49% of 120 post-secondary respondents said they chose DE for skill updating and retraining, and 39% were seeking recertification.

Having said that we believe that individual professors should be able to modify the course (within reason) according to their needs. Many professors have already created their own learning materials, or have preferred (commercial) texts that they are already comfortable with. Any print material which the professor uses, and owns the copyright for (or is public domain) should be digitized for integration into the LMS. Any commercial texts can be purchased by students via their preference, online methods or campus bookstore. Amazon.com now lets you rent textbooks for a semester at a very reasonable rate ($< \$50$ per semester)

Continuing with the philosophy of instructor personalization, instructors may choose to have a maximum of 3 synchronous sessions throughout the semester. A good recommendation is at the beginning, middle, and end of semesters. The last session can be used for a review of the final exam if included or presentation of final projects. Instructors may also choose to provide audio or video recordings of lectures, these can be created strictly for the DE course, or they can be taken from a lecture in a face to face class, if available.

To sum up, here are the recommendations for delivery and their rationale:

- Instructor led - Professors are familiar with this type of structure, and teacher-student interactions help bridge the transactional distance.
- Asynchronously web delivered - Working professionals can access materials at their own convenience, wherever they are located.
- Predominantly print with graphics- Allows for easier modification in the future, and many of the materials already exist. Multimedia can be easily added without altering the overall structure of the course.
- Instructor modification - allows for professors to use up to 3 synchronous sessions, along with audio/video lectures, or other preferred materials.

Learning/teaching strategies

Content Presentation	Activation of Learning	Social Support	Feedback and Correction
Advance Graphic Organizers such as: ● assignment	**Student Participation** through ● online discussions	**Cooperative Learning** through ● online discussions	**Overall Feedback** through: ● weekly

calendars	- weekly/unit solo activities - weekly/unit quizzes	- small group discussion assignments - small group project(s)	comments online discussions

We propose that a course calendar showing all assignments and the dates due be given at the beginning of the course. Actual assignments can be "locked" until the student has completed the preceding sequence, but the students should be able to see a brief description of what will be due and when.

Student participation is essential for success and to achieve that, one weekly whole class discussion should be held, along with a secondary discussion of smaller student subgroups. The primary whole class discussion can be based on the readings for the week, and students will be expected to respond to their classmates postings. The secondary groups can be based on theoretical questions that require students to form their own philosophies and be able to defend their answers. This factual/theoretical framework will allow students not only to demonstrate their knowledge of the readings, but be able to synthesize their own opinions. Both groups can be monitored by the professor.

These groups both whole class, and smaller groups will allow for cooperative learning. Studies have shown that communication is the key to preventing dropout and lead to better outcomes. Forums that are monitored by the teacher will allow for student to student and student to teacher communication. There will be at least one cooperative group project per class. Group projects will allow to students to gain experience working remotely with groups of people, situations likely to occur in their professional career.

Instructors may give concise feedback when assignments are graded, or instructors may also participate in the weekly discussions giving feedback or correction as needed. Graduate students who are also working professionals should be able to work more independently and with less supervision than undergraduate students.

Descriptions of any student and instructor support.

The primary concern will be technical, secondary concerns will be converting materials into an online format. Many of the professors haven't taught an online course before and are unfamiliar with the technology or the pedagogical aspects. The university's IT support can be employed to the technical issues not related to pedagogy (installing software, keeping web connections working, etc.) For the technological aspects related to pedagogy, (using the LMS, conducting online discussions, messaging students, etc.) we propose creating a "Director of Instructional Technology" position. The position will assist professors with the software, pedagogical issues, converting legacy print material to online material, and the creation of new material such as multimedia, online charts, graphs, or other graphics, etc. This position can also serve as a liaison to other university departments whose services may be needed to create or manage material as needed (audio/visual department, graphic designers, etc.).

A handbook should also be created for students, in conjunction with the university's IT and help desk department, that deals specifically with concerns related to the delivery of online material. This will include basic technology help such as troubleshooting internet problems, installing any needed software, and other basic technology concerns. Included in the handbook should be already existing programs related to helping students become more familiar with technology, such as library resource classes, student check out of technology materials, etc.

Evaluation

Student Evaluation
Student learning will be constantly assessed throughout the semester using various asynchronous methods that will measure their knowledge based on the course learning objectives and specific lesson objectives. Assessment methods include, participation in discussion forums, writing assignments, quizzes to be taken throughout the semester, as well as a mid-semester examination and a final examination. Although the course materials will be asynchronously web delivered, a web conferencing tool will also be utilized for class discussions in two different sessions. Each session will be offered in two separate dates to accommodate the different schedules the students may have.

Course Evaluation
The course will be evaluated in two ways, these are, quantitative data collection, and gathering of student feedback. The first method will measure the course completion and success rates of the students at the end of each semester. The latter will gather their feedback by having students completing both, a formative and a summative evaluation. Each assessment will have approximately 10 questions related to LMS, course design, content, support, and instructor perception. The received constructive feedback will be implemented. The results shown from both methods will gauge the success of the course.
The pilot course will be evaluated several times in different semesters to make sure it is compliant with the university standards. Once this happens, it will be included in the online M.Ed. Program.

Design and Development Plan
The first course to be developed is Environmental and Occupational Health. This training program is designed to accomplish the learning objectives in 8 modules, with students devoting approximately 4 hours per day to learning activities.
For the development of the course materials, the Director of Instructional Technology will assign an instructional designer to work directly with the instructor of the course. The instructor tasked to teach the pilot will be trained on how to properly use the tools available and the university's LMS. All instructors of this program will have updated versions of the software. The required licenses for the software used will be purchased and installed on university servers allowing students to have access as well.
During the first semester of the pilot course, the instructor will need to meet in person/over the phone/video chat with the assigned instructional designer (ID) to keep the communications channels opened and for the ID to respond to any questions the instructor may have, ensuring that the LMS, software used and supporting materials are working properly. This weekly check will also serve the purpose of helping the instructor acclimate to the new fully online teaching

experience. After the first semester of this course, meetings will decrease to one time every other week as necessary.

The pilot will be evaluated in the following semesters until proven successful. Once this happens, more training courses will be developed based on the pilot findings and best practices, and other instructors will be trained to use the LMS platform and needed software.

Administrative Structure

In order to facilitate progress it must be a collaborative partnership established between academic departments, graduate program offering the course, information technology department, office of academic affairs, etc…

Faculty Member- serves as the content expert and developer for proposed course or program. All faculty assigned an online course will be required to complete the Faculty Online Certification Training Program. If faculty member is proficient a second option will be available for faculty member to test-out of course by assessment and receive certification. Faculty member(s) already possessing similar certification must provide certification documents for review by Academic Computing Office (ACO).

Department Head- responsible for approving and administratively supporting distance education course or programs and to support the strategic development of distance education courses within their department(s).

Dean of Public Health- involved in the approval process of new distance education courses and supports strategic growth and planning for school-wide distance education courses and programs.

Dean of Graduate Programs- involved in the approval process and supports strategic growth and planning

Director of Instructional Technology- ensures administrative process proceeds smoothly and on schedule. Provides expertise and leadership in systematic development of instructional specifications using learning and instructional best practices. The Director also: a) analyze learning needs; b) identify appropriate tools and materials for effective delivery of instruction; c) ensures active learning; d) ensures measurable and appropriate outcomes for all key stakeholders.

LMS Director- maintains the "front-end" of the institution's LMS (Canvas). LMS Director is instrumental in the course management phase of the Distance Learning Course Lifecycle. The LMS Director collaborates with the Course Designer, Academic Computing Office, and the information technology staff to coordinate course development and technical support, manage courses and conduct evaluations. In collaboration with administrative computing and network support liaison manages the 'backend" of the LMS. Also provides LMS training for faculty, staff, and students, and LMS Help Desk administration and support.

Course Designer- facilitates the designing and development of online courses and instructional content. The Course Designer provide analysis of course and lesson learning objectives and desired outcomes to construct quality aligned online structures.

Distance Education Policies and Procedures Committee- advisory committee (Office of Instructional Technology) appointed to investigate, review, and provide recommendations concerning policy and procedural issues. The committee is comprised of, but not limited to: a) Director of Instructional Technology; b) Director of Academic Computing; c) Faculty Member; d) Director of Marketing and Recruiting; e) Quality Matters (QM) external reviewer(s); f) Quality Matters certified internal reviewer(s); g) Student Support Services Coordinators.

Graduate Council- responsible for a) admission policy requirements b) graduate requirements; c) curriculum and course approval; d) qualifications of graduate faculty; e) records; f) transfer credit; g) relevant policies or standards (including student grade appeals). The council shall consist of representatives from all academic schools, the Registrar, the Director of the Library, the President of the Faculty Association, the Dean of Graduate and Professional Studies, and two graduate student representatives.

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Administrative Requirements

Certification Program for Teaching Online

All faculty assigned to teach online and courses will be required to complete the Faculty Online Certification Program. Faculty. 2nd option faculty members that are proficient in online programs or courses can test-out and receive certification. Faculty who do not obtain certification status will no longer be assigned an online course.

What constitutes an online education program or course?

New or existing program/courses are designed for a distance education format, which enables students to complete 50% or more of the course requirements at a distance. Research I University must apply the standard policy according to the Regional Education Commission for online/distance education. The 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also the regional education commission program/course for which 50% or more is offered through online education be submitted for Commission review and prior approval of a substantive change. Before faculty can be assigned to the program or course.

Faculty assigned for training will be assessed based on the following Modules: a) orientation, b) computer literacy, c) Canvas, d) course design.

Module 1 – Orientation

Faculty will attend a 60 minute orientation session as well as complete an assessment. This assessment will test the faculty's basic knowledge of online instruction. Successfully completing Unit 1 with at least 90% accuracy is a prerequisite for registering for Module 2.

Module 2 – Computer Literacy

Faculty will demonstrate the comprehensive skills required to navigate a computer. Successfully completing Unit 2 with at least 90% accuracy is a prerequisite for registering for Module 3.

Components	Learning Outcomes	Method
Basic Skills **File Management** **E-Mail Basics** **Intermediate PowerPoint**	Successfully demonstrate essential computer skills that are critical in effectively teaching an online or blended course.	Online or Test Out

Module 3 – Canvas

Faculty will demonstrate the comprehensive skills in navigating Canvas as well as Blackboard Collaborate. Faculty will be also required to complete a Canvas Capstone Project. Successfully completing Module 3 with at least 90% is a prerequisite for registering for Module 4.

Components	Learning Outcomes	Method
Canvas Basics	(a) Successfully demonstrate basic Canvas navigational skills. (b) Successfully demonstrate use of preferred	Online or Test

	application for creating quizzes and exams. (c) Successfully demonstrate application of Blackboard Collaborate. (d) Successfully demonstrate course copy skills.	
Canvas Capstone Project	Successfully demonstrate the ability to create and execute a sample online course site using Canvas as the Learning Management System.	Online or Test Out

Module 4 – Course Design		
Faculty will demonstrate the comprehensive skills in designing an online course with 90% accuracy.		
Components	Learning Outcomes	Method
Basic Tools for Course Design	Successfully demonstrate execution of studio based instructional content to include authoring, planning and recording practices.	One or one and small group
Intermediate Tools for Course Design	Successfully completing the *Quality Matters Peer Review Certification Program.	One or one and small group
Advanced Tools for Course Design	Successfully redesign an online course while meeting *Quality Matters Standards.	One or one and small group

Note: This document is adapted from Bethune-Cookman University's Distance Education Policy and Procedures Manual. https://www.qualitymatters.org/rubric

 ***Quality Matters Standards**

The Quality Matters Higher Education Rubric, Fifth Edition, 2014 is a set of 8 General Standards and 43 Specific Review Standards used to evaluate the design of online and blended courses. The Rubric is complete with Annotations that explain the application of the Standards and the relationship among them. A scoring system and set of online tools facilitate the review by a team of Peer Reviewers. https://www.qualitymatters.org/rubric

The 8 General Standards
· Course Overview and Introduction
· Learning Objectives (Competencies)
· Assessment and Measurement
· Instructional Materials
· Course Activities and Learner Interaction
· Course Technology
· Learner Support
· Accessibility and Usability

Appendix A

Online Course Proposal Process

Phase I: Pre Development and Approval Stage

Procedure	Responsible Party
1. Content expert/course developer completes Certification Program for Teaching Online (CPTO). Please allow 4 -8 weeks to complete the online course. If you have had online course training, please submit a copy of your certification to your Department Head (DH) and Academic Computing Office (ACO).	Faculty in Coordination with Department Head and Academic Computing Office. The training will take place in an online format, unless the faculty member test-out with passing score.
2. Identify need/or course	Dean of Public Education, Department Head, and Faculty
3. Identify faculty (content expert)	Dean of Public Education, Department Head, and self-identify (faculty)
4. Prepare "Online Course Proposal Document" and submit to DH for processing.	Faculty
5. DH provides approval and/or feedback and submits "Form" to Dean of Public Health (DPH) for approval to proceed. (one week)	Department Head
6. DPH reviews proposal and provides feedback on "Form" then forwards Form to the DH, ACO. (one week)	Dean of Public Health
7. ACO and Director of Instructional Technology will review proposal and assess the proposal and technological needs associated and sign and or return Form to DH. One complete copy of the proposal will remain on file with ACO. (one week)	Academic Computing Office, Course Designer, and LMS Director
8. DH communicates to faculty whether or not they have authority to begin online course development.	Department Head

Phase II: Course Development	
Procedure	**Responsible Party**
1. Faculty make request to Canvas Office to create course shell in Canvas	Faculty, Course Designer, and Academic Computing Office, LMS Director
2. DH designates course in Registrars system as an online course for registration purposes	Department Head
3. Build online content, objects, widgets & modules	Faculty, Course Designer, LMS Director
3a. Provide technical assistance and instructional design support	Academic Computing Office, Course Designer, LMS Director
3b. Provide mentoring & feedback using Quality Matters (QM) Online Rubric for Online Courses Assessment & Development	Director of Instructional Technology (Academic Computing), Distance Education Policies and Procedures Committee (DEPPC)

Phase III: Peer Review and Assessment	
Procedure	**Responsible Party**
1. Submit to QM for external review or to a three-member QM certified peer review committee for assessment.	Instructional Faculty [content expert(s)], Department Head, School Dean of Public Health, Director of Instructional Technology, Online College Committee, Quality Matters external review team or Quality Matters certified internal review

	team
2. QM certified team reviews course.	Quality Matters external review team or Quality Matters certified internal review team
3. Review Team submits written assessment to faculty	Quality Matters external review team or Quality Matters certified internal review team
4. Faculty makes revisions to online course as needed.	Faculty and Course Designer
5. Course is reviewed again by internal review team. Sign off	Quality Matters certified reviewers, Director of Instructional Technology, Department Head, School Dean of Public Health, Graduate Council, and Dean of Graduate Programs

Phase IV: Teach Course	
Procedure	**Responsible Party**
1. Teach course	Faculty
2. Assess course outcomes, both the learning outcomes and effectiveness, pre, midterm, and post.	Faculty, Department
3. Provide outcome statistics to ACO	Faculty
4. Make course unavailable	Faculty
4a. Archive course	Academic Computing Office

Phase V: Post Course Reflection	
Procedure	**Responsible Party**
1. Complete Self Reflection Survey (Obtain survey instrument from ACO)	Faculty and Academic Computing Office
2. Departmental review & reflection of online course. Deposit completed instrument with ACO	Ad hoc department committee (Dean of Graduate Programs, Director of Instructional Technology, Faculty, Department Head) will conference to reflect upon lessons learned and assessment feedback.

Note: This document is adapted from the University of the District of Columbia's "Online Course Proposal Form" (Form 1).

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