

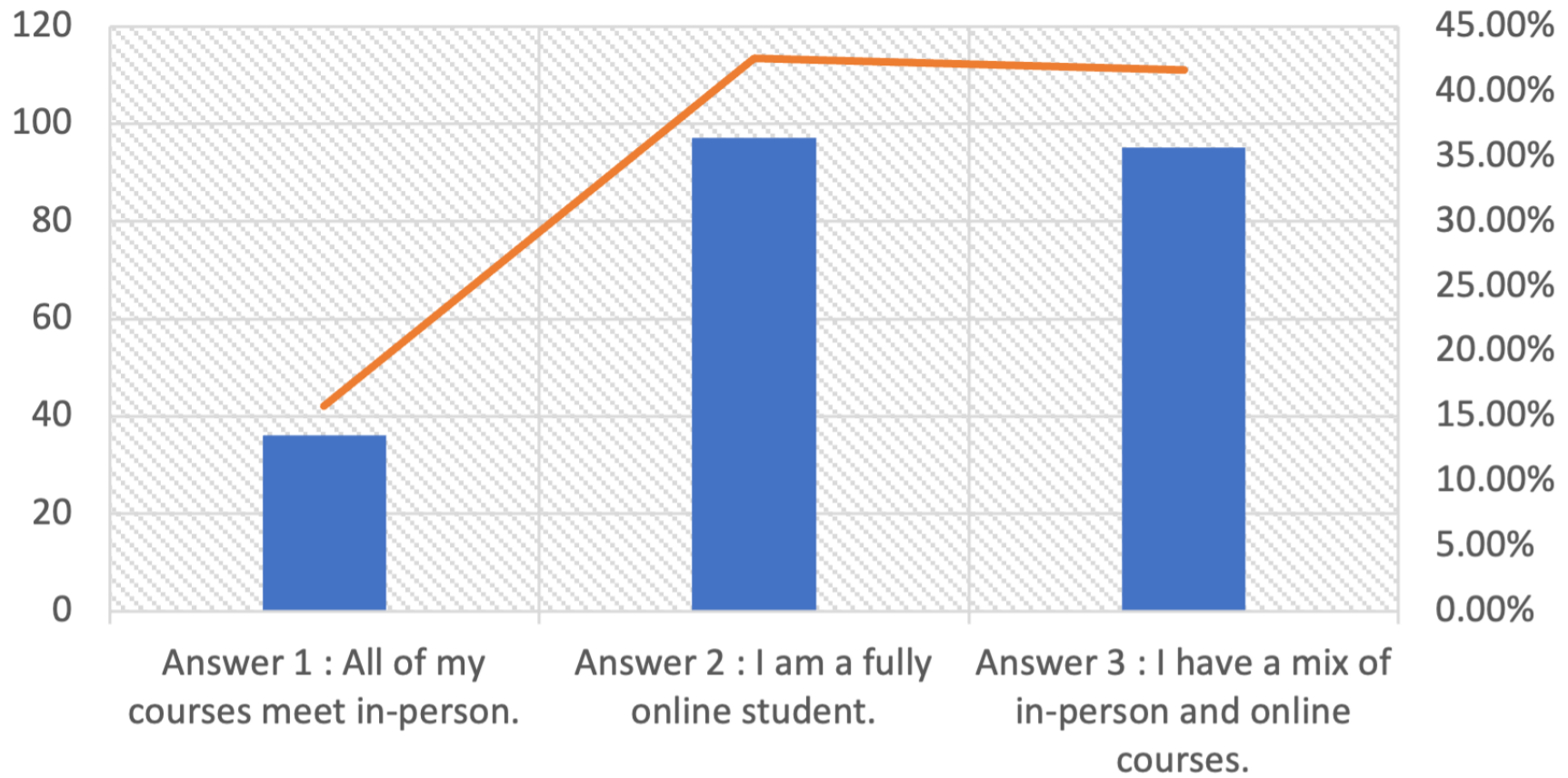
**Quality Matters/Online  
Programs and Distance  
Education Updates**

SRSU Spring 2025 Instructional  
Services Brown Bag Event

Friday, February 7, 2025



## Instructional Modality (Delivery Method)



# **Quality Matters Faculty Development**

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# Faculty Incentives for Participation

## Stipends



SHSU COURSE  
DESIGN  
CERTIFICATION

\$500.00



APPLYING QM  
RUBRIC  
(APPQMR)  
TRAINING

\$1,000.00



QM SELF-  
REVIEW  
COURSE 1.0

\$500.00



QM SELF  
REVIEW  
COURSE 2.0

\$250.00



Applying the Quality Matters Rubric  
(APPQMR) Training: June 17 - July 1, 2025

40-hour commitment!

Scan the QR or  
use link to join



<https://forms.office.com/r/1Fpe5-duQMK>

## APPQMR Training Registration **JUNE 2025**

- **WHO:** All SRSU faculty – full or part-time – who have completed the SHSU Course Redesign certification between summer 2022 thru present are eligible.
- **WHEN:** January 2 – 16, 2025
- **INSTRUCTOR:** Dr. Jennifer Haan

# QM Self-Review 2.0

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New for Summer 2025!

# QM Self-Review 2.0

- **WHO:** All SRSU Faculty– who completed the first QM Self-Review Course; you will be automatically enrolled!
- **WHEN:** Course opens June 2, 2025 and stay open throughout the year!
- **INSTRUCTOR:** Dr. Jennifer Haan
- Upon completion of the assignments, your instructor will then process the paperwork so you can receive your **\$250.00** stipend.





# **SRSU President's Award for Online Teaching Excellence**

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**New for Spring 2025!**



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## President's Award for Online Teaching Excellence

- Recognizes exemplary online teaching that includes high-quality course design and effective online instructional delivery methods relevant to student engagement, student learning gains, and student satisfaction.
- \$2,000.00



# Eligibility



TENURED OR TENURE-  
TRACK FACULTY,



EMPLOYED FOR 2 OR  
MORE YEARS



ONE NOMINATION PER  
AWARD YEAR




CAN ONLY APPLY EVERY  
TWO YEARS AFTER  
WINNING



# Application

Consent given to panelists to  
review course in Blackboard



**You must review the "Rubric  
for Evaluation" to write your  
responses to Questions 16 -  
20.**

# Compulsory Standards

- Goals and objectives are clearly written, appropriate for the course level, and aligned to desired outcomes
- It is clear how the instructional strategies will enable learners to reach course goals and objectives (e.g., instructions or overview of course activities is provided and aligned to course objectives)
- Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)
- Course design includes guidance for learners to work with content in meaningful ways (e.g., clear instructions, content outline, video, course orientation) and how to proceed
- The design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation
- Course files (e.g., documents, PDFs, presentations) are easily readable by assistive technologies (e.g., screen readers, screen magnification)

# Compulsory Standards

- A rubric or equivalent grading document is included to explain how participation will be evaluated
- It is clear to students how performance in an assessment(s) will be evaluated (e.g. rubric, equivalent grading document, section in syllabus)
- Assessment activities occur frequently throughout the duration of the course
- Multiple types of assessments are used (e.g., research project, objective test, discussions, etc.)
- Orientation materials explain how to navigate both the LMS and the course
- Contact information for the instructor is easy to find
- Course/instructor policies (e.g., decorum, behavior, netiquette) are included and easy to find
- Learners can give feedback to the instructor regarding course design and course content both during course delivery and after course completion

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# Questions and Discussion

**Jennifer Haan**  
**Director, Online Programs/Distance**  
**Education**

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