

## CONCURRENT SESSIONS CONTINUED

**Session 1**  
10:30 - 11:10 am

**Session 2**  
11:20 am - 12:00 pm

### PRINCIPLES OF ACCESSIBILITY AND UNIVERSAL DESIGN FOR LEARNING

#### Designing with UDL

Universal Design for Learning is a researched-based design framework that addresses and celebrates student diversity proactively. In this section, you'll briefly encounter what UDL is and why it matters in higher education today. You'll be given resources to pursue UDL further as you design and deliver your courses in such a way that all of your students may more effectively and efficiently achieve your rigorous goals.

Eric Moore, PhD,  
UDL and Accessibility  
Specialist, Course Design  
and Delivery, Office of  
Information Technology,  
UT Knoxville

CHIPS 304

Parking available in J-lot  
(715 Court Ave.), at the corner  
of Orleans St. and Court Ave.

- Parking (J-lot)
- CHIPS
- GEB
- SAC
- CROWNE PLAZA



UT Chattanooga | UT Health Science Center  
UT Knoxville | UT Martin



MEMPHIS | KNOXVILLE | CHATTANOOGA | MARTIN

## SYMPOSIUM AT A GLANCE

### WELCOME AND OPENING RECEPTION

September 13 | 5:30 - 7:00 pm

Welcome by Lori Gonzalez, PhD, Vice Chancellor Academic, Faculty and Student Affairs, and Distinguished Guests of Honor

#### CHIPS Lobby

Enjoy food and beverages with colleagues!

### SYMPOSIUM AGENDA

September 14 | 7:30 am - 3:30 pm

- 7:30 - 8:00 am Registration and Continental Breakfast  
**GEB A104**
- 8:15 - 8:45 am Welcome and Opening Remarks  
**GEB A104**
- 8:45 - 9:45 am Invited Speaker, Julie K. Little-Wells, EdD  
*Why Quality Online Course Design? The Goal is Student Success!*  
**GEB A104**
- 9:45 - 10:15 am Coffee Break  
**GEB A104**
- 10:30 am - 12:00 pm Faculty Presentations - Concurrent Sessions  
**CHIPS**
  - Quality Course Design Examples
  - Active Learning Approaches
  - Principles of Accessibility and Universal Design for Learning
  - User Friendly Course with Lesson Objectives and Course Alignment

*See pages 2-4 for concurrent sessions at a glance*
- 12:15 - 1:30 pm Luncheon  
Guests of Honor and Presentation of Faculty/Staff Recognitions  
**SAC 305**
- 1:45 - 2:45 pm Organizing Your Toolbox: Reflection and Discussion  
**SAC 305**
- 3:00 - 3:30 pm Symposium Closing Remarks: What's Next in Online Learning  
**SAC 305**

### LOCATIONS

**Center for Healthcare Improvement and Patient Simulation (CHIPS)**

26 South Dunlap St.  
Memphis, TN 38163

**General Education Building (GEB)**

8 South Dunlap St.  
Memphis, TN 38163

**Student-Alumni Center (SAC)**

800 Madison Ave.  
Memphis, TN 38163

**UTHSC Parking**

J Lot  
715 Court Ave.  
Memphis TN 38163

**Crowne Plaza Hotel - Memphis Downtown**

300 North Second St.  
Memphis TN 38105

**Participate Virtually;**  
web links are located at the Virtual Meeting Place on the Symposium website

[uthsc.edu/ut-symposium](http://uthsc.edu/ut-symposium)

| CONCURRENT SESSIONS  |  |  | Session 1<br>10:30 –<br>11:10 am | Session 2<br>11:20 am –<br>12:00 pm |
|--|--|--|----------------------------------|-------------------------------------|
| EXAMPLES OF QUALITY COURSE DESIGN  |  |  |                                  |                                     |
| <b>Application of Generally Accepted Course Quality Criteria</b>             | During this presentation, three faculty members will demonstrate how their courses meet generally accepted quality criteria. Each faculty member will discuss essentials as well as innovative online methods of instruction. Dr. Porter will provide an example of how the Quality Matters (QM) rubric was applied to obtain QM certification.  | <p>Keevia Porter, DNP, NP-C, RN, Assistant Professor, BSN/MSN Program, College of Nursing, UT Health Science Center</p> <p>Marcia Sharp, EdD, RHIA, Associate Professor and Graduate Program Director, Department of Health Informatics &amp; Info. Management, UT Health Science Center</p> <p>Marion Donohoe, DNP, APRN, CPNP-PC, Assistant Professor, DNP Program, College of Nursing, UT Health Science Center</p> | CHIPS 208                        |                                     |
| <b>Teaching the RN-to-BSN Option Online for Practicing Registered Nurses</b> | The focus of the presentation is to discuss methods, modules, and madness of teaching the N411 Advanced Health Care online for registered nursing students enrolled in the RN-to-BSN Online Option Program at UT Martin. Nurses enrolled in the program hold current registered nursing licenses and have elected to return to earn a BSN degree online while continuing to work in the hospital and nursing profession. An exemplar of a N411 Advanced Health Care Module will be presented along with grading rubric for discussion board and a Clinical Field Area assignment. The Seven Principles for Good Practice, social media, digital accessibility for the online student, netiquette, and limitations will be addressed. | Nancy A. Warren, PhD, RN, Coordinator of RN-to-BSN Online Option Program, UT Martin  |                                  | CHIPS 208                           |
| <b>Course Design Example using Student Centered Pedagogy</b>                 | This presentation will explore and demonstrate how following the student-centered pedagogy of my discipline (Rhetoric and Composition) has helped my course design maintain high quality over the years. For instance, knowing that students who take my classes have a wide-variety of knowledge and skills (or lack thereof) about navigating course spaces, my courses are designed so that anyone (from the extremely proficient to completely novice users) can easily access the materials they need and/or easily access help to do so. The course demonstrated is a first-year writing course within the Blackboard Learn LMS.   | Tiffany Mitchell, MA, Senior Lecturer, Department of English, College of Arts and Science, UT Chattanooga  | CHIPS 307                        |                                     |

| CONCURRENT SESSIONS CONTINUED   |   |  | Session 1<br>10:30 –<br>11:10 am | Session 2<br>11:20 am –<br>12:00 pm |
|---|---|--|----------------------------------|-------------------------------------|
| DEMONSTRATION OF ACTIVE LEARNING APPROACHES   |   |  |                                  |                                     |
| <b>Building Online Learning Communities: Active Environments &amp; Large Online Classes</b> | This demonstration retraces the steps involved in converting a 120+ student class into an online experience. Topics will include: pedagogical methods, course constraints, learning outcomes, student activities, and modes of assessment.  | Chad Harriss, PhD, Department of Communications, College of Arts and Sciences, UT Chattanooga  |                                  | CHIPS 307                           |
| <b>Designing a Collaborative Online Graduate Course in Counseling</b>                       | Dr. Dietrich will share how he constructs a dynamic system of online course delivery for counseling students. Practical examples will be discussed to help instructors assess their own level of collaboration in online courses, and to suggest ways to further encourage and reward student collaboration. Specific practices, policies and assignments will be shared and discussed. This session will be useful to current online instructors and educators who are considering teaching complex skills online. | David Dietrich, PhD, Associate Professor of Counseling/Educational Studies, College of Education, Health, and Behavioral Sciences, UT Martin   | CHIPS 102                        |                                     |
| <b>Using Zoom to Teach Debate Techniques in Health Policy</b>                               | Dr. Bellflower will demonstrate and discuss how a web conferencing tool is used to teach debate techniques in Health Policy.  | Bobby Bellflower, DNSc, NNP, Associate Professor and DNP Program Chair, College of Nursing, UT Health Science Center   |                                  |                                     |
| <b>Launching Online: The 7 Faces of BOSS</b>  | Active learning can be infused at the program as well as the course level. During this session, Dr. Collins will share lessons learned from the in-house planning, creation, and launch of seven online asynchronous courses for a Business Minor.  | Mark Collins, PhD, Director, Technology-Enhanced Education and Distinguished Lecturer, Haslam College of Business, UT Knoxville  |                                  | CHIPS 102                           |
| <b>Combining Ideas and Technology to Maximum Impact and Engagement</b>                      | Participants in this session will learn how the right technology can turn simple ideas into meaningful learning experiences. Mr. Stevens will share examples and provide tips for creating multimedia based instructional components that promote student engagement and active learning throughout the semester.   | Brian Stevens, MS, Lecturer, Business Analytics and Statistics, Haslam College of Business, UT Knoxville   |                                  |                                     |
| CREATING A USER FRIENDLY COURSE: LESSON OBJECTIVES AND COURSE ALIGNMENT                     |   |  |                                  |                                     |
| <b>Creating a User-Friendly Course: Lesson Objectives and Course Alignment</b>              | In this hands-on session, participants will practice writing measurable, student-centered course and lesson objectives. Participants will also have an opportunity to learn how to design their learning activities and assessments in alignment with course and lesson objectives. It is requested that attendees bring current course syllabi along for the hands-on portion of this session.   | <p>Jacque Bradford, PT, EdD, DPT, Assistant Professor, Director of Clinical Education, Department of Physical Therapy, College of Health Professions, UT Health Science Center</p> <p>Aisha McGriff, PhD, Sr. Instructional Developer, Walker Center for Teaching and Learning, UT Chattanooga</p> |                                  | CHIPS 304                           |