



"The OLC Quality Scorecard Mastery Series Program is simply the best way to learn about and experience implementing the OLC Quality Scorecard, sound ideas by fellow online-program leaders, and receive feedback from the creator of the Scorecard herself."



Georgianna Laws, instruction designer at Augusta University and online doctoral student in higher-education leadership with Maryville University

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Quality Scorecard Mastery Series Program

How did you hear about this Mastery Series Program?

When I found the OLC Quality Scorecard for the Administration of Online Programs, I knew that it would be the perfect instrument for my doctoral research, where I aim to explain the Chief Online Education Officer's legitimate power over the quality of online programs in American higher-education institutions. I therefore reached out to Dr. Kaye Shelton and the Online Learning Consortium. To my delight, I obtained permission to use the OLC Quality Scorecard for my doctoral research study! With that permission, I felt a tremendous responsibility to represent the instrument correctly, as I build on Dr. Shelton's extraordinary work. It was only natural that I go through the Mastery Program to learn as much as possible about the OLC Quality Scorecard.

Why the need/interest in this Mastery Series Program?

I had three reasons for going through this Mastery Series. First, I wanted to learn the ins and outs of the OLC Quality Scorecard, to make sure that I have a complete understanding of this tool for my research. My second reason was to benefit my institution of employment, by bringing back knowledge of the Scorecard to our online-program leaders. Finally, I wanted to form and be part of a learning community through this Mastery Series, where I can learn with and from other professionals who use the Scorecard and, together, contribute to "raising the quality bar" at the institutions we touch.

To whom and why would you recommend this program?

Quality continues to remain one of the greatest challenges in online education; the OLC Quality Scorecard is a robust tool meant to take the guesswork out of ascertaining quality in online programs. For this reason, I strongly recommend that all those directing online programs consider going through the OLC Quality Scorecard Mastery Program; not only does this program prepare online-program leaders for using the Scorecard, but it enables them to learn directly from the expert whose research resulted in the creation of the Scorecard: Dr. Shelton.

OP QS MAS S I S FI S:

1. To anyone looking at my resume, I hope the completion of this program demonstrates my commitment to promoting and assuring quality in online education.
2. Going through this Mastery Program with the intent to learn everything I could about my doctoral research instrument, I know that I am prepared to conduct my study.
 - I am comfortable leading an in-house Quality Scorecard review of online programs either at the discrete program of study or at the institutional level.
 - I can now contact and be contacted by any of my classmates for advice or a second opinion on administrative matters related to quality in online programs.
 - Being able to interact directly with, ask questions of, and get inspired by the creator of the Quality Scorecard, the phenomenal Dr. Kaye Shelton.

How did the program help you in your position/career? I had the opportunity to pilot the OLC Quality Scorecard with one of our online programs. As a result of that experience, we identified a few areas of improvement, are working on an improvement plan, and the respective online-program leader has evidence to take to the program's higher-ups to justify a few more resources needed by the program.



About Georgianna

I have taught for a decade, have been designing online instruction for another decade, and, as I work on a doctoral degree in higher-education leadership, I am positioning myself for a transition to online-education leadership. As a teacher, designer, and administrator, quality has always been on my mind but I did not always have the right tools to measure quality. For many years, I have worked with quality-assurance tools for online-course design but it is only in the last two-three years that I discovered the OLC Quality Scorecard for the Administration of Online Programs. This Quality Scorecard has opened my eyes and allowed me to see a more granular picture of the role of various types of support and practices that work synergistically to tip the scales in favor of quality well beyond the scope of instructional design. Beside efforts I make in promoting quality at the course level, I am conducting research into quality at the program level; please stay tuned for the results of this research in late 2019.



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