

Teaching Excellence and Onboarding Program (TEOP) Micro-Credential Evidence Document

University of Colorado Boulder

Description

This document serves as official evidence of completion for the **Teaching Excellence and Onboarding Program (TEOP)** micro-credential at the University of Colorado Boulder. TEOP is a rigorous professional development program designed to equip instructors with the skills, strategies, and best practices necessary to develop and deliver high-quality asynchronous courses.

Participants in TEOP engage in structured learning pathways and hands-on course development steps, refining their pedagogical techniques, integrating inclusive and accessible design principles, and aligning their courses with best practices for student engagement and success. This program emphasizes **asynchronous course design, effective online teaching methodologies, and AI-informed pedagogy**, ensuring instructors are prepared for the evolving landscape of digital education.

The micro-credential is awarded upon the successful completion of key milestones, including comprehensive training, course development assignments, mentor-guided refinement, and final course publication. The sections below outline the evidence of this achievement, detailing the work completed by each participant.

Evidence of Completion

1. Course Development Steps

Participants complete a structured, step-by-step course development process, ensuring that their courses meet **Continuing Education Online Credit (CEOC) standards** and support high-quality student learning. Key steps include:

- **Creating a Canvas Course Shell** – Setting up the foundational structure of their course in CU Boulder’s Learning Management System (Canvas).
- **Connecting with an Instructional Designer (ID)** – Collaborating with an expert from the Learning Design Group (LDG) for best practices in online pedagogy.
- **Discipline-Specific Mentorship** – Engaging with a mentor in their academic field for guidance on course structure, content alignment, and instructional strategies.
- **Developing a Course Plan** – Drafting a detailed outline, including learning objectives, assessments, and instructional strategies.

- **Course Mapping Activity** – Visualizing course structure, sequencing modules, and aligning course components with learning outcomes.
- **Incorporating Inclusive and Accessible Design** – Ensuring compliance with Universal Design for Learning (UDL) principles and accessibility best practices.
- **Finalizing Course Components** – Developing **two fully designed modules** (minimum) to ensure a strong starting foundation for students.
- **Publishing the Course** – Meeting the university-mandated **course publication deadline** with all required elements in place.

2. Learning Pathways: Pedagogical Foundations

Participants engage with **four learning pathways** designed to strengthen their teaching effectiveness in online, asynchronous environments. Each pathway includes structured learning, completing interactive discussions, and practical applications.

Pathway 1: Beginning Course Development

- Understanding course structure, syllabus design, and student engagement strategies.
- Submissions: **Discussion Reflection on Course Design & Development Process**

Pathway 2: Teaching and Learning Foundations

- Exploring instructional design, equity-based teaching, and accessibility best practices.
- Submissions: **Reflection and Application of Pedagogical Best Practices**

Pathway 3: Asynchronous Pedagogy Deep Dive

- Implementing asynchronous engagement strategies, alternative grading approaches, and student-driven learning techniques.
- Submissions: **Discussion on Alternative Assessments and Student Engagement in Online Learning**

Pathway 4: Teaching and Learning in the Age of AI

- Developing AI policies, integrating AI tools ethically, and ensuring academic integrity in online environments.
- Submissions: **AI Policy and Integration Strategy for Online Courses**

3. Mentorship and Peer Collaboration

Participants are paired with **discipline-specific mentors** to receive tailored feedback on their course development. Key mentorship activities include:

- **Live Mentor Meetings** – At least one structured conversation with a mentor.
- **Course Development Guidance** – Ongoing discussion and feedback from an experienced instructor.

- **Final Mentorship Reflection** – Documenting key takeaways from mentor discussions and how they informed course design.

4. Teaching Excellence Capstone: Final Submission

To demonstrate the integration of knowledge and practical application, participants submit a **Teaching Excellence Capstone**, which serves as the final micro-credential artifact. This capstone includes:

- **A walkthrough or summary of their completed asynchronous course** (video or written reflection).
 - **A reflection on key learnings and future improvements** based on TEOP experiences.
 - **An articulation of innovative elements** in their course, such as student engagement strategies, accessibility improvements, or AI-informed policies.
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Summary of Achievement

By completing TEOP, participants have demonstrated proficiency in **asynchronous course design, pedagogical best practices, inclusive and accessible teaching, and innovative course development**. This micro-credential serves as recognition of their ability to develop, refine, and implement high-quality online courses that support student success.