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Course Design Process and Faculty Development Plan

Blackboard, Inc.

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1. Purpose

The following report is designed to offer the University of South Florida St. Petersburg (USFSP) a summary of the results of a review of the instructional design quality of some of its online courses and recommendations for a course development process and a faculty development plan to help USFSP enhance the quality of its online courses and their facilitation by faculty.

2. Project Summary

Blackboard Consulting worked together with USFSP faculty and staff to accomplish a series of tasks and activities in conjunction with this multi-outcome engagement. A small sample of online courses was reviewed by Blackboard Consulting offsite during several weeks in November 2010. Blackboard Consulting also met with a small group of USFSP faculty and staff in December 2010 to discuss USFSP’s current course development process and faculty development initiatives. These meetings allowed Blackboard Consulting to present and discuss the results of its course review, the results of which guided Blackboard in the creation of a course template, course development process, and faculty development plan to help USFSP improve the quality of its online instruction. To further this goal, Blackboard also offered a series of workshops online and onsite on topics concerning online course design and facilitation between January and March 2011.

2.1. Course Review Methodology

Faculty granted Blackboard access to 8 online courses they had developed so that Blackboard could learn more about how USFSP online courses are designed and facilitated. Each course was reviewed using the 2003-2006 Quality Matters (QM) rubric, a tool designed to determine how well an online course reflects best practices in instructional design. The 2003-2006 QM rubric consists of different categories of standards including the following:

- Course Overview and Introduction
- Learning Objectives
- Assessment and Measurement
- Materials and Resources
- Learner Interaction
- Course Technology

Two consultants from Blackboard reviewed each course. The following table outlines how many courses met the most important standards of the QM rubric:
<table>
<thead>
<tr>
<th>Essential Standards</th>
<th>Total Number of Courses Meeting Essential Standards</th>
<th>Percentage of Courses Meeting Essential Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview and Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.1 Navigational instructions make the organization of the course easy.</td>
<td>5</td>
<td>62.50%</td>
</tr>
<tr>
<td>I.2 A statement introduces the student to the course and to the structure of the student learning.</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Learning Objectives (Competencies)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.1 The learning objectives of the course describe outcomes that are measurable.</td>
<td>7</td>
<td>87.50%</td>
</tr>
<tr>
<td>II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills.</td>
<td>7</td>
<td>87.50%</td>
</tr>
<tr>
<td><strong>Assessment and Measurement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>III.2 The grading policy is transparent and easy to understand.</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>III.3 Assessment and measurement strategies provide feedback to the student.</td>
<td>5</td>
<td>62.50%</td>
</tr>
<tr>
<td><strong>Resources and Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.1 The Instructional materials support the stated learning objectives and have sufficient breadth and depth for the students to learn the subject.</td>
<td>7</td>
<td>87.50%</td>
</tr>
<tr>
<td>IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Learner Interaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.1 The learning activities promote the achievement of stated objectives and learning outcomes.</td>
<td>7</td>
<td>87.50%</td>
</tr>
<tr>
<td>V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.</td>
<td>1</td>
<td>12.50%</td>
</tr>
<tr>
<td>V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.).</td>
<td>3</td>
<td>37.50%</td>
</tr>
<tr>
<td><strong>Course Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.1 The tools and media support the learning objectives of the course and are integrated with texts. and lesson assignments.</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>
The results support USFSP online courses did meet many of the QM standards but not all of them. A consistent finding is that USFSP online courses could benefit from more interaction between the instructor and her/his students and specific information about instructor availability and response time. Appendix 1 provides an overview of the QM standards reviewed and overall ratings across courses.

### 2.2. Course Template

A template was developed for and reviewed by a group of USFSP faculty and staff. The template correlates with the standards from the 2003-2006 Quality Matters (QM) Rubric and incorporates a number of best practices in course design, including streamlined navigation, online learning orientation, learner support materials, and the effective use of Blackboard tools for students and instructors for those faculty who mount their courses in the Blackboard course management system. However, the design principles are equally valid for faculty who choose to mount their courses through another mechanism.

The course template includes a consistent navigational scheme with the use of folders labeled as followed:

- Read (e.g., reading assignments, supplemental websites, scholarly articles)
- Explore (e.g., lecture materials, discussion or wiki assignments)
- Apply (e.g., assignments, self-assessments, simulations or other web-based activities)
- Connect (e.g., group assignments, blog or wiki assignment, chat, or discussion)
- Evaluate (e.g., graded tests, projects, or larger assignments)

Appendix 10 contains an example of a screenshot from the course template. The template has also been added to USFSP’s Blackboard system so that faculty can use it.

### 2.3. Course Development Process

Blackboard also reviewed the current RFP process used to motivate faculty to create new online courses. Blackboard met with faculty during its Capabilities Analysis visits and at a separate planning meeting to discuss the current course development process. The current process requires faculty to submit proposals outlining their course development plan, budget, and the technical support required, if any, from the Instructional Media staff. Final courses are reviewed by a faculty member’s College dean.

There are some limitations with the current RFP process. The online course development process lacks opportunities to ensure that new online courses reflect best practices in instructional design. While College deans are slated to provide final review of course proposals, it is unlikely that such high-level administrators possess in-depth instructional design expertise. Instructional designers or faculty trained to be QM peer reviewers could provide constructive feedback which course developers could use to improve the quality of their courses. Such feedback will help ensure that the course development process includes quality assurance.
from start to finish. It is our understanding that USFSP has joined Quality Matters as a single institution full subscriber for a small program and will be able to take advantage of the full suite of services offered by QM.

The creation of a Department of Distance Learning (DDL), a centralized office for online learning recommended in Blackboard's larger report, is needed to support the course development process. A DDL is strongly needed given the library's Instructional Media (IM) Services staff has served as a de facto centralized support unit but has lacked the necessary resources to effectively support online learning. It will be necessary to hire instructional designers with the appropriate graduate education and/or professional experience or training in Instructional Design who can support the development of at least 6-10 courses each across all USFSP colleges.

Blackboard recommends that the DDL implement the following course development process:

**Phase One: Course Planning**

Blackboard had a planning meeting with a small group of faculty and staff to discuss a course development model consisting of a series of phases. The first phase is Course Planning. Ideally, this phase involves the course developer (CD) scheduling initial meetings with an instructional designer (ID) to discuss his/her plans to develop an online course. The ID will serve as the project manager and collect and review required documentation within each phase of the project. Suggested documentation for the CD to submit at this phase includes the following:

- Course Visioning Worksheet (Appendix 2)
  - Provides questions to help the CD outline their initial plans for their course
- Arc Statement (Appendix 3)
  - Document which outlines the structure of the course which subsequent instructors of the same course can review to have a better understanding of the history of the course’s development and the course’s objectives

The suggested responsibilities and key deliverables of the Course Planning phase are outlined below:

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>ID Responsibilities</th>
<th>CD Responsibilities</th>
<th>Deliverables</th>
</tr>
</thead>
</table>
4. Create an overall schedule for the course design project

recent copy of the course syllabus

5. Review QM standards

6. Complete and submit Course Visioning assignment

7. Complete and submit initial draft of Arc Statement

8. Agree to collaboratively work with the ID within a specific schedule

**Phase Two: Course Design**

The second phase prepares a CD to create the overall design for the course. The CD is encouraged to provide an outline of his/her course organized into modules as well as an initial draft of his/her syllabus. Appendix 4 is a Module Planning Worksheet faculty can use to outline each of his/her modules. The first course module is reviewed by the ID who provides constructive feedback to the CD. This process continues for all subsequent module outlines.

Designing the syllabus for the online course will help the CD conceptualize how the online course will be structured and facilitated. Appendix 5 is an Online Course Schedule Worksheet a CD can use to develop a weekly schedule in which the course’s learning objectives, instructional content, assignments and assessments are organized by module. Appendix 6 and Appendix 7 are a Communication Plan Worksheet and Syllabus Worksheet, respectively, which can both be used to help a CD organize the final version of their syllabus.
The suggested responsibilities and key deliverables of the Course Design phase are outlined below:

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>ID Responsibilities</th>
<th>CD Responsibilities</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize course into modules which reflect</td>
<td>1. Explain the QM concept of alignment at the course and module levels</td>
<td>1. Schedule follow-up meeting to discuss initial ideas about the instructional</td>
<td>1. Outline of sample module</td>
</tr>
<tr>
<td>effective practices in instructional design</td>
<td>2. Review the CD’s sample module and provide constructive feedback</td>
<td>strategies and technologies initially selected for the course</td>
<td>2. Outline of other modules after the sample module has been reviewed by the ID</td>
</tr>
<tr>
<td></td>
<td>3. Review each remaining module and provide constructive feedback</td>
<td>2. Use a Module Planning Worksheet to submit an outline of a sample module to the ID to review</td>
<td>3. Completed Syllabus Worksheet</td>
</tr>
</tbody>
</table>

**Phase Three: Course Building**

The third phase consists of the time needed to review and select existing content as well as create content for the new online course. Faculty will need to decide what types of instructional content (e.g., PowerPoint notes, lecture capture, podcasts) they will create for their students. Courses will also need to be developed to ensure students have opportunities to have a high level of engagement with their instructor and other students in using different methods (e.g., weekly discussion forums, Elluminate sessions, small group activities).

It is recommended that learning objects and other instructional content and resources that will be used in the new online course be reviewed by an ID to ensure they reflect best practices in instructional design. Appendix 8 is a Tool Selection Worksheet that the CD can use to outline the types of technologies he will use with his online course. This document would then be reviewed by the ID and IM. Such a refined process would require centralized, dedicated staffing available for in-depth work with faculty. Blackboard recognizes that USFSP does not currently have adequate personnel dedicated to this function.
The suggested responsibilities and key deliverables of the Course Building phase are outlined below:

<table>
<thead>
<tr>
<th>Goals</th>
<th>ID Responsibilities</th>
<th>CD Responsibilities</th>
<th>Instructional Media Staff (IM) Responsibilities</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build the new online course based upon repurposed, developed, or adopted course elements</td>
<td>1. Assist the CD in locating and/or reviewing content for the new online course</td>
<td>1. Review existing course content to determine appropriateness for an online environment</td>
<td>1. Collaborate with ID and CD to determine if Media staff time will be needed to develop any course-related content</td>
<td>1. Completed Tool Selection Worksheet</td>
</tr>
<tr>
<td></td>
<td>2. Assist the CD in securing assistance in the creation of content the CD has difficulty creating him/herself</td>
<td>2. Research the use of proprietary and/or open-source content and resources</td>
<td></td>
<td>2. Course content added to Blackboard</td>
</tr>
<tr>
<td></td>
<td>3. Provide constructive feedback about the CD’s content</td>
<td>3. Complete the Tool Selection Worksheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Build instructional content, assignments and assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Add content to Blackboard for ID and IM review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phase Four: Quality Matters Peer Review**

The final phase of the course development process involves conducting quality assurance reviews of the newly developed online course. The first step in this process would involve an initial quality assurance review of the course by an ID. The ID should review all elements of the course using the QM rubric. The results of this review should then be sent to the dean and/or department head who should use this information to help him or her decide if the course is ready to be taught.

A second quality assurance check should occur immediately after the course is taught the first time by the CD or another instructor. It is recommended USFSP create QM peer review teams who review newly taught online courses to determine if they continue to reflect best practices in instructional design. Traditional QM peer review teams are composed of three people. One person serves as a chairperson and one team member needs to have content expertise in the discipline of the course to be reviewed.

It is recommended USFSP build a pool of QM peer reviewers by allowing interested faculty and staff to participate in QM’s certification training. Another option would be to allow key staff members such as ID’s to
participate in QM’s train-the-trainer sessions so that ID’s could then train faculty and staff to be QM peer reviewers. Each team would submit a report of their findings to the course developer who could use their constructive feedback to improve the course. It is recommended this report also be sent to the appropriate dean and/or department head for their records.

The suggested responsibilities and key deliverables of the Quality Matters Peer Review phase are outlined below:

<table>
<thead>
<tr>
<th>Goals</th>
<th>ID Responsibilities</th>
<th>CD Responsibilities</th>
<th>QM Peer Review Team Responsibilities</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present a finalized version of the new online course for ID and intra-department review; Refine course based upon peer review feedback</td>
<td>1. Conduct a final review of the course using the QM rubric. Send results to dean and/or department head.</td>
<td>1. Refine course based upon peer review feedback 2. Update the Course Arc Statement, if needed.</td>
<td>1. Review new online courses after they are initially taught to ensure they reflect QM standards 2. Provide constructive feedback to the CD 3. Send final report to dean and/or department head</td>
<td>1. Signed approvals of final version of online course by dean and/or department head 2. Grant guest instructor access to QM peer review team 3. Final QM Peer Review report</td>
</tr>
</tbody>
</table>

Appendix 9 is a document for faculty which summarizes their roles in the proposed course development process.

2.3.1. Process Implementation Recommendations
USFSP will need to ensure it has a staff of instructional designers (ID’s) who will serve as project managers through the online course development process. Each ID should meet the following criteria:

- Graduate education and/or professional experience or training in instructional design
- An active course load of 6-10 courses
- Training as a Quality Matters peer reviewer

It is recommended USFSP begin with a team of two ID’s and then increase the number of ID’s depending on the number of hours used by faculty. An ID could provide at least 24 hours per 40-hour work week of ID support if 60% of his/her schedule is reserved for such support. An ID could devote 96 hours per month or 384 hours per 4-month semester to ID support. The amount of ID support needed per course will vary. It is recommended
USFSP track the number of ID support hours provided per semester across courses and survey faculty to determine if such support is adequate. If more ID support is needed, USFSP could either hire additional ID staff and/or an increase the percentage of time ID’s can provide ID support.

The course development team can be enhanced with the addition of media developers (MD’s). Course developers (CD’s) might lack the expertise to build learning objects requiring a high-level of technical expertise. An instructional designer can provide the MD an overview of each module and the MD can design instructional content which aligns to the CD’s vision for her course. An example of this process would be if a faculty developer wanted to create an interactive simulation in Flash which included the use of text, audio, and video. Such a task can be time-consuming for a CD with novice skills in simulation-creating software.

A dedicated staff of MD’s could be developed by creating a Student Technology Assistant program. These students would be those eligible to serve as student workers who have expertise in areas such as web design and multimedia development (e.g., Flash, Final Cut). STA’s would be supervised by the ID staff. The addition of a STA program in media development can help ensure courses that require sophisticated instructional content can be completed in a timely manner.

The design of a new online course will require several weeks to complete. Below is a suggested timeline:

<table>
<thead>
<tr>
<th>Course Development Phase</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: Course Planning</td>
<td>2-3 weeks</td>
</tr>
<tr>
<td>Phase 2: Course Design</td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>Phase 3: Course Building</td>
<td>6-8 weeks</td>
</tr>
<tr>
<td>Phase 4: Assessment of Course Quality</td>
<td>2-3 weeks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13-18 weeks</strong></td>
</tr>
</tbody>
</table>

The course development process can be better managed with the adoption of a specific schedule. The RFP process for new online course development should allow for blocks of 13-18 weeks in which faculty, ID’s, and MD’s can work together to build courses. Continuing to limit financially supported online course development to the start of the fall, spring, and summer semesters will help control the number of active projects within an academic year. If, for example, ID’s are assigned a minimal active case load of 6 new online courses per semester, at least 18 new courses could be developed per year per ID. If two ID’s are available, 36 courses could be developed per year which equates to the development of two undergraduate programs (10, 3-credit courses each) or one graduate program (20, 3-credit courses).

Different levels of financial support and access to instructional design and media development support should be limited based upon the goals of the university. Administrators should provide the most financial, instructional design, and media support to faculty who are interested in creating online courses that support USFSP’s new online degree programs. Financial support and access to ID and MD support should be more
restricted to faculty interested in the collaborative course development process but whose course is outside of targeted degree programs. Faculty who are interested in developing courses which do not support USFSP’s targeted programs and who do not want to participate in a collaborative course development process should be placed in a second tier of funding consideration so that programmatic course development receives first consideration.

Faculty will be more likely to participate in the proposed course development process if they have the opportunity to learn more about the best practices that characterize it. Blackboard facilitated a series of workshops for USFSP faculty to help achieve this goal. In addition, it is strongly recommended USFSP adopt and manage a faculty development program that prepares faculty to be effective online course designers and builders. The following section summarizes the workshops Blackboard facilitated and describes a detailed faculty development plan USFSP could adopt and facilitate itself.

3. Faculty Development

3.1 Summary of Faculty Development Sessions

Blackboard conducted a series of face-to-face and online workshops to help USFSP faculty learn more about best practices in online course design and instruction. Three workshops were offered:

- Transitioning to an Online Classroom
- Best Practices in Online Instruction
- Best Practices in Online Delivery

Appendix 11 provides an overview of the topics covered in each workshop and participation ranged from 15-16 faculty members per workshop.

The Transitioning to an Online Classroom workshop was facilitated over three days and had an audience of 14 faculty members. It began with an onsite presentation on February 18, 2011 followed by two webinar sessions held on February 25th and March 4th. This workshop was designed for faculty new to online instruction. Content focused on best practices in online pedagogy and transitioning from one course experience (face to face) on another (online). Major topics included best practices in designing an online course, building and maintaining online communities, and an overview of the Quality Matters rubric and peer review process.

Blackboard also provided two workshops for faculty more experienced in online instruction. Designing Exemplary Courses with 16 registrants was offered on January 28th. Faculty could also sign up for a one-hour virtual mentoring session via WebEx with the facilitator of the workshop during any one of four dates in February. The workshop’s topics included best practices in designing and building online courses.
The *Best Practices in Online Instruction* workshop was facilitated on March 14th and March 15th and covered topics including managing online communication, providing student feedback and student retention. A cohort of 15 faculty members was registered for both sessions. In addition, faculty were mentored individually during a one-hour web conferencing session with the workshop facilitator. Faculty used this time to receive clarification on any of their questions about the workshop or topics related to online education, in general.

### 3.2 Recommended Faculty Development Plan

#### 3.2.1 Analysis Summary

USFSP requires a plan to guide its efforts to support faculty interested in creating new online courses and degree programs. Interviews with faculty and staff during the Capabilities Analysis engagement revealed that USFSP offers faculty development sessions which are more ad hoc in their implementation and more often occur when faculty call the head of instructional media services for assistance with their online course. USFSP lacks a formal Center for Teaching and Learning and faculty reported that they have been reluctant to travel to USF-Tampa for their faculty development opportunities given the long commuting distance.

Blackboard’s review of some of USFSP’s online courses found variability in how each course was designed and facilitated. Instructors did include the use of discussion boards in their courses but did not actively engage their students in weekly discussions about assigned material. A review of USFSP’s current RFP process for creating new online courses revealed faculty are not required to complete introductory courses or workshops on how to be effective online course designers and facilitators before teaching their first course. Such faculty development opportunities are needed to help USFSP maintain the quality of their online courses as they strive to expand their reach in online education.

#### 3.2.2 Goals

Blackboard created a faculty development program USFSP can use to prepare its faculty to design and facilitate its newest and current online courses. The main goals of this plan are to help USFSP:

- Create a faculty development framework consisting of faculty development experiences it can recommend and/or require of faculty interested in creating and/or facilitating online
- Schedule faculty development opportunities that are offered in multiple formats and at different times throughout an academic year to increase the likelihood of faculty participation
- Organize and maximize USFSP staff time to support the implementation and management of faculty development

#### 3.2.3 Description of Recommended Program

Blackboard recommends USFSP create a comprehensive faculty development (FD) program consisting of a series of experiences covering a range of topics in online education and instructional technology. FD programs are currently offered at USF-Tampa but faculty indicated they are reluctant to participate giving the commuting distance. David Brodosi, the director of the Instructional Media department, and two other staff members offer
limited FD programming on topics such as Blackboard functionality. The recommended program will require a
dedicated staff of ID’s and IM’s who can provide a comprehensive FD program to USFSP prepare its faculty to
serve as online course developers and instructors.

3.2.4. Suggested Faculty Development Experiences
It is recommended USFSP build and schedule a variety of FD experiences. Given almost all current online
courses reside within the Blackboard 9.1 learning management system, USFSP should ensure its prospective
online instructors have experience using Blackboard’s basic and advanced features. The first group of FD
experiences listed below would meet this goal:

- FD101: Introduction to Blackboard
  - Overview of Blackboard’s basic functionality (e.g., adding content)
- FD102: Advanced Blackboard Topics
  - Overview of Blackboard’s more advanced features (e.g. Grade Center)
  - Prerequisite
    - FD102
- FD103: Special Topics in Blackboard
  - Overview of tools integrated with Blackboard such as iTunesU, Panopto, and Elluminate Live
  - Prerequisites
    - FD101 and FD102

The second set of FD experiences would prepare faculty to create and facilitate online courses:

- FD104: Effective Practices in Online Course Design
  - Overview of instructional design strategies for online course design
  - Suggested Duration and Format
    - 3 weeks; Online-Asynchronous
- FD105: Effective Practices in Online Instruction
  - Overview of strategies designed to help faculty effectively facilitate an online course
  - Prerequisite
    - FD104
  - Suggested Duration and Format
    - 3 weeks; Online-Asynchronous
- FD201: Advanced Topics in Online Education
  - Expanded coverage of topics relating to online course design and its facilitation (e.g., enhancing
    learner engagement, copyright issues)
  - Prerequisite
    - FD 104 and FD105 or extensive experience as an online instructor and/or online course
developer
The third set of FD experiences cover additional topics faculty could use to be more effective online instructors:

- **FD202: Special Topics in Instructional Technology**
  - Overview of tools and resources (e.g., Web 2.0 tools, e-textbooks) that could be used to enhance student learning in on-campus and online learning environments

- **FD203: Quality Matters Peer Reviewer Training**
  - Overview of Quality Matters’ standards and prepares participants to serve as QM peer reviewers within or outside their home institution
  - Prerequisites
    - Completion of FD104 and FD105 highly recommended

Blackboard recommends USFSP offer additional faculty development opportunities. USFSP faculty shared with Blackboard they would be interested in forming a mentorship program. Such a program would allow faculty with online education experience to share their expertise with new online instructors. Each college could have a defined number of mentors who receive some form of compensation (e.g., course release, stipend) to mentor other faculty.

Another helpful FD experience would be to have mentors develop and manage a Community of Practice in Online Education. Such a group could meet informally and/or formally during the academic year to share best practices and showcase their on-going work to create and/or revise online courses. Appendix 12 describes these types of FD pathways and others USFSP could adopt.

The following tables outline the goals and topics of each of the suggested faculty development workshops:

<table>
<thead>
<tr>
<th>Workshop/Activity</th>
<th>Goals</th>
<th>Examples of Topics</th>
</tr>
</thead>
</table>
| FD101: Introduction to Blackboard | • Identify basic features of Blackboard  
  • Demonstrate use of basic Blackboard features | • Adding Content  
  • Folders  
  • Discussion Forums  
  • Announcements  
  • Calendar |
| FD102: Advanced Blackboard Topics | • Identify advanced features of Blackboard  
  • Demonstrate use of advanced Blackboard features | • Online assessments  
  • Grade Center  
  • Groups |
| FD103: Special Topics in | • Identify examples of technologies integrated with  
  • iTunesU  
  • Panopto | |
<table>
<thead>
<tr>
<th>Workshop/Activity</th>
<th>Goals</th>
<th>Examples of Topics</th>
</tr>
</thead>
</table>
| FD104: Effective Practices in Online Course Design | • Identify effective practices in building an online course | • Course Navigation  
• Course Syllabus and Policies  
• Course Alignment with Learning Objectives  
• Accessibility Issues |
| FD105: Effective Practices in Online Instruction | • Identify effective practices in how an online course should be facilitated | • Student Engagement  
• Assessment Strategies  
• Constructive Feedback  
• Course Management |
| FD201: Advanced Topics in Online Education | • Identify new and current issues impacting the field of online education | • Authentic Assessment  
• Plagiarism and Cheating  
• Copyright Issues |
| FD202: Special Topics in Instructional Technology | • Identify importance of instructional technology resources and their potential to support online and on-campus instruction | • Mobile Computing  
• Lecture Capture  
• E-Textbooks  
• Web 2.0 Tools |
| FD203: Quality Matters Peer Reviewer Training | • Identify the current standards of the QM rubric  
• Conduct QM peer reviews within or outside of the institution | • QM Program History  
• QM Standards  
• QM Peer Review Process |

FD experiences need to be offered in different formats given faculty vary in their levels of interest and expertise on a given topic. Three formats would be helpful to use:

- Face-to-Face
- Online Synchronous (e.g., web conferencing session using Elluminate Live)
- Online Asynchronous (online content and discussion in Blackboard)
The following table outlines the duration and suggested formats of the recommended faculty development experiences:

<table>
<thead>
<tr>
<th>Faculty Development Experience</th>
<th>Suggested Duration</th>
<th>Suggested Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>FD101: Introduction to Blackboard</td>
<td>75-150 minutes</td>
<td>F2F, online synchronous</td>
</tr>
<tr>
<td>FD102: Advanced Blackboard Topics</td>
<td>75-150 minutes</td>
<td>F2F, online-synchronous</td>
</tr>
<tr>
<td>FD103: Special Topics in Blackboard</td>
<td>75 minutes</td>
<td>F2f, online asynchronous</td>
</tr>
<tr>
<td>FD104: Effective Practices in Online Course Design</td>
<td>3 weeks</td>
<td>Online-asynchronous</td>
</tr>
<tr>
<td>FD105: Effective Practices in Online Instruction</td>
<td>3 weeks</td>
<td>Online-asynchronous</td>
</tr>
<tr>
<td>FD201: Advanced Topics in Instructional Technology</td>
<td>75 minutes</td>
<td>F2F, online-synchronous</td>
</tr>
<tr>
<td>FD202: Advanced Topics in Online Instruction</td>
<td>75 minutes</td>
<td>F2F, online-synchronous</td>
</tr>
<tr>
<td>FD203: Quality Matters Peer Reviewer Training</td>
<td>3 weeks</td>
<td>Online-asynchronous</td>
</tr>
</tbody>
</table>

3.2.5. Program Implementation and Recommendations

It will be helpful to have staff dedicated to support the varied topics of the proposed faculty development program. The Distance Learning Coordinator and the Distance Learning Librarian who are certified Blackboard trainers could offer the suggested Blackboard-related faculty development experiences (FD101, FD102, and FD103). ID’s from the DDL could be used to facilitate the other faculty development experiences. In addition, Blackboard can work with USFSP to initially facilitate the recommended faculty develop program and/or help USFSP co-develop the faculty development curriculum to prepare USFSP to offer it to its faculty.

It will be important for USFSP to thoroughly market its faculty development program to increase the likelihood of participation. The director of the faculty development program will need to be highly visible among faculty to promote the available programming options. He or she might consider facilitating both on-campus as well as online presentations to announce the availability of faculty development options. Online presentations could also be recorded for later viewing if faculty cannot attend in real time.

Faculty participation will also vary based upon participation requirements and incentives. USFSP could require that faculty complete specific faculty development experiences before they are eligible to design and/or teach online courses:

- New Online Instructors
  - FD101: Introduction to Blackboard
  - FD102: Advanced Blackboard Topics
  - FD104: Effective Practices in Online Course Design
USFSP’s current RFP process for creating new online courses could be amended to include a requirement that faculty will only receive funding and institutional support if they complete requisite faculty development activities. Examples of other options to attract faculty to participate in faculty development activities include allowing faculty participation to count toward promotion and tenure decisions or allowing faculty to receive a course release. The latter option might be a good incentive to attract faculty interested in formally serving as a mentor.

The following is a suggested schedule for offering the recommended faculty development activities:

<table>
<thead>
<tr>
<th>Faculty Development Event</th>
<th>AUG</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FD101: Introduction to Blackboard</td>
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<td>FD102: Advanced Blackboard Topics</td>
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<tr>
<td>FD103: Special Topics in Blackboard</td>
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<td></td>
</tr>
<tr>
<td>FD104: Effective Practices in Online Course Design</td>
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<td>FD105: Effective Practices in Online Instruction</td>
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<tr>
<td>FD201: Special Topics in Online Instruction</td>
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<td></td>
</tr>
<tr>
<td>FD202: Special Topics in Instructional Technology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>FD203: Quality Matters Peer Reviewer Training</td>
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</tr>
</tbody>
</table>

The proposed schedule can be adapted as needed and provides faculty multiple time periods in which they can participate. Each month could include at least one session of each of the faculty development experiences listed in the above schedule. FD104 and FD105 are only scheduled at the start of the fall, spring, and summer semesters to encourage faculty to complete their faculty development as soon as possible and then use remaining time to build and/or teach their online courses.

The overall success of USFSP’s faculty development program will depend on its ability to continually assess its capacity and its overall effectiveness. Faculty interest and staff availability will have a significant direct impact on capacity. If initial interest in FD programming is high, USFSP will need to be prepared to offer multiple sections of workshops. Staff time to support the recommended FD plan needs to include prep time. It is recommended that at least two hours of prep time will be needed for each hour-long workshop. Capacity will also be shaped by enrollment limits. Enrollment in FD workshops should be ideally limited to ensure proper interaction between facilitator and participants and among participants. An enrollment of 15-20 participants per FD workshop would be a good starting point. Enrollments can be adjusted based upon the modality of the workshop. For example, webinars do not have the physical space restrictions as on-campus workshops, and as a result, they could accommodate larger enrollments. Appendix 13 lists questions USFSP can use to help it determine its maximum capacity to offer faculty development.
As FD workshops are offered, it will be important to use participant feedback to ensure there is a balance between meeting faculty development needs and interests as well as maintaining overall FD quality. USFSP can also evaluate the effectiveness of its faculty development initiatives by using metrics including:

- Unduplicated headcount
- Duplicated headcount
- Participant satisfaction survey data (scores and comments)
- Facilitator satisfaction data
- Participant dropout rates
- Quality Matter peer review ratings of courses taught by faculty who successfully completed the online course design and online instruction faculty development sessions

Data should be analyzed and summarized throughout the year and shared with USFSP administration to identify the program’s strengths and areas in need of improvement.

4. Conclusion

USFSP is poised to enhance its ability to maintain the overall quality of its online courses and programs. The use of the recommended course template will help USFSP create courses that help students have a more consistent learning experience across courses. The proposed collaborative course design process will help ensure courses are developed in a collaborative environment that is founded on building and strengthening a continuous program of quality assurance. The recommended faculty development plan will assist USFSP in its efforts to prepare faculty to have the knowledge and skills needed to create exemplary online courses. Collectively, the recommendations and resources described will guide USFSP’s efforts to enhance the quality of its current and future online courses, programs, and faculty.
### Appendix 1 – Summary of Course Review Ratings

Note: Columns C1-C8 represent one of 8 courses reviewed using the 2003-2006 Quality Matters rubric. Each column with the number one indicates the course was rated to have met the standard.

<table>
<thead>
<tr>
<th>Standards</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
<th>C7</th>
<th>C8</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview and Introduction</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I.1 Navigational instructions make the organization of the course easy to understand.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td>62.50%</td>
</tr>
<tr>
<td>I.2 A statement introduces the student to the course and to the structure of the student learning.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>I.3 Netiquette expectations with regard to discussions and email communication are clearly stated.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>12.50%</td>
</tr>
<tr>
<td>I.4 The self-introduction by the instructor is appropriate.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td>37.50%</td>
</tr>
<tr>
<td>I.5 Students are requested to introduce themselves to the class.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>12.50%</td>
</tr>
<tr>
<td>I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td>87.50%</td>
</tr>
<tr>
<td><strong>Learning Objectives (Competencies)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.1 The learning objectives of the course describe outcomes that are measurable.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td>87.50%</td>
</tr>
<tr>
<td>II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td>87.50%</td>
</tr>
<tr>
<td>II.3 The learning objectives of the course are clearly stated and understandable to the student.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td>87.50%</td>
</tr>
<tr>
<td>II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>II.5 The learning objectives of the course are articulated and specified on the module/unit level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td>0.00%</td>
</tr>
</tbody>
</table>

**Assessment and Measurement**
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. 1 1 1 1 1 1 1 1 100%

III.2 The grading policy is transparent and easy to understand. 1 1 1 1 1 1 1 1 100%

III.3 Assessment and measurement strategies provide feedback to the student. 1 1 1 1 1 1 1 5 62.50%

III.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment. 1 1 1 1 1 1 1 8 100%

III.5 “Self-check” or practice types of assignments are provided for quick student feedback. 1 1 12.50%

**Resources and Materials**

IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject. 1 1 1 1 1 1 1 7 87.5%

IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student. 1 1 1 1 1 1 1 8 100%

IV.3 The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident. 1 1 1 1 1 1 1 8 100%

IV.4 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software – are consistent in organization. 1 1 1 1 1 1 1 7 87.50%

IV.5 All resources and materials used in the online course are appropriately cited. 1 1 1 4 50%

**Learner Interaction**

V.1 The learning activities promote the achievement of stated objectives and learning outcomes. 1 1 1 1 1 1 7 87.50%
VI.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th></th>
<th>12.50%</th>
</tr>
</thead>
</table>

VI.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th></th>
<th>1</th>
<th></th>
<th>1</th>
<th>3</th>
<th>37.50%</th>
</tr>
</thead>
</table>

VI.4 The requirements for course interaction are clearly articulated.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>1</th>
<th></th>
<th>12.50%</th>
</tr>
</thead>
</table>

VI.5 The course design prompts the instructor to be present, active, and engaged with the students.

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
<th></th>
<th>25.00%</th>
</tr>
</thead>
</table>

Course Technology

VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
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<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>8</th>
<th>100%</th>
</tr>
</thead>
</table>

VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.

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<thead>
<tr>
<th></th>
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<th></th>
<th>1</th>
<th></th>
<th>12.50%</th>
</tr>
</thead>
</table>

VI.3 Technologies required for this course are either provided or easily downloadable.

|   |   |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 | 8 | 100% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---------|

VI.4 The tools and media are compatible with existing standards of delivery modes.

|   |   |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 | 8 | 100% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---------|

VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.

|   |   |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 | 7 | 87.50% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---------|

VI.6 Course technologies take advantage of existing economies and efficiencies of delivery.

|   |   |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 |   | 1 | 8 | 100% |
Appendix 2 – Course Visioning Worksheet

<table>
<thead>
<tr>
<th>Course ID and Title; Class Size:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the students who take this course. What are their majors? How do they range in age?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment Plan</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you taught this course before? If so, when was it last taught? Was it last offered as a face-to-face, hybrid, or fully online course?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What challenges have you experienced teaching this course and how have you coped with them? How will your course adjust to these challenges? How many new challenges will exist for you as you teach this course for the first time online?</th>
</tr>
</thead>
</table>
Appendix 3 – Creating and Revising a Course Arc Statement

What is a Course Arc Statement?

Each course, whether online or face to face, should present a visible trajectory that shapes and organizes the course experience for students. In a sense, a course experience can be likened to a journey, an exploration, or some other form of engagement designed to help move students from point A to point B.

The Course Arc Statement should describe, in a short narrative of 1-2 pages, that particular trajectory or path the course seeks to follow. It serves as an explanation of the course strategy and organization for future instructors and students as well as those who will work to design the course.

In short, the Course Arc Statement functions like the preface or forward to a textbook. It explains why the team selected this particular arrangement of workshop topics and how they fit together to form a path for the students. It should describe how the major assessments and activities of the course help fulfill course goals. Most importantly, this statement should address important features of the course design and how they are intended to work.

The review team should draft the Course Arc Statement as the final step in completing Phase One of course development. However, it is often likely that this statement may need to be revised upon completion of the course to reflect the final design and changes of direction encountered along the way. As a product of phase one, the statement provides a useful touchstone for the overall intent and vision of the team to guide the design process. As a product of final revisions at the end of the course, the statement becomes an important communication with future instructors and students as they breathe life into the course.
## Appendix 4 – Module Planning Worksheet (Example)

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Outcome</th>
<th>Module Objectives</th>
<th>Instructional Strategies</th>
<th>Instructional Technology Plan</th>
<th>Assignments &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example – Anxiety Disorders</td>
<td>Describe the etiology, symptoms, and treatment of abnormal behaviors</td>
<td>Describe the etiology, symptoms, and treatment of anxiety disorders</td>
<td>Review of assigned readings, recorded lectures, and participation in a discussion about anxiety disorders</td>
<td>Use Elluminate to record 30-minute lectures</td>
<td>Split students into manageable discussion groups; Facilitate student discussion about anxiety disorders; Encourage students to complete an online practice quiz about anxiety disorders</td>
</tr>
</tbody>
</table>

- Encourage discussion into manageable groups.
- Facilitate student discussion about anxiety disorders.
- Encourage students to complete an online practice quiz about anxiety disorders.

**Post lectures and notes in Blackboard.**

- Post link to online practice quiz
- Build a discussion forum and post a lead-off question
Appendix 5 – Online Course Schedule Worksheet

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Outcomes</th>
<th>Module Objectives</th>
<th>Assigned Readings</th>
<th>Instructional Content</th>
<th>Assignments &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>Week 6</td>
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<td>Week 7</td>
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<tr>
<td>Week 8</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<tr>
<td>Week 13</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6 – Syllabus Worksheet

**Instructions:** Use the answers to the following questions to enhance the level of detail of your online course syllabus.

<table>
<thead>
<tr>
<th>Textbook Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>What textbook-related information should students know about your course?</td>
</tr>
<tr>
<td>What type of publisher-created content will students have to access and what technical information do your students need to know to access this content?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be your office hours?</td>
</tr>
<tr>
<td>How should students use email to contact you with their questions?</td>
</tr>
<tr>
<td>What information will you add to the Announcement page of your course?</td>
</tr>
<tr>
<td>Describe how you will use discussion forums with your course.</td>
</tr>
<tr>
<td>Describe how you will use web conferencing tools or Web 2.0 tools with your students</td>
</tr>
<tr>
<td>How quickly will you respond to student emails? Discussion forum questions?</td>
</tr>
<tr>
<td>Describe the participation requirement of your course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will your students access your instructional content?</strong></td>
</tr>
<tr>
<td><strong>What file format(s) will you use to organize your instructional content?</strong></td>
</tr>
<tr>
<td><strong>Will you delay the release of instructional content for upcoming weeks? Will content from past weeks be invisible to students?</strong></td>
</tr>
</tbody>
</table>

### Assignments and Assessments

| **Where will your students find your assignments and assessments?** |  |
| **What file format(s) will you use to organize your assignments and assessments?** |  |
| **What policies will you describe outlining how you will address student difficulties encountered submitting online assignments and/or assessments?** |  |
Appendix 7 – Communication Plan

What’s in a Communication Plan?

When we teach an online course for the first time, we might naturally think about how we present course content and provide students with feedback on their work in the course. But it is easy to take for granted the enormous amount of communication that goes on in a typical course that goes beyond providing content to students or feedback on their performance. In the traditional classroom we see students two or three times a week and we quite naturally weave in all sorts of important communication “on-the-fly” that we might not think about as we write the syllabus or prepare lectures.

But when the verbal lines of communication are limited as they are in an online course, we might overlook the channels of communication available to us. Certainly we will discover that they do not seem quite as natural as the communications options in a face-to-face course until we’ve employed them for awhile.

Because of the shift from a face-to-face, synchronous environment to an online, asynchronous one that it is a good idea to think about a communication plan for your online teaching experience. The kind of “on-the-fly” communication keeps students on task, reduced barriers and obstacles, and communicates high expectations is not something you can design into an online course ahead of time. This kind of communication is part of what constitutes excellent online teaching. In the traditional classroom your tone of voice, use of gesture and movement, facial expression, dress, and other qualities are important ways you project your presence as a teacher. In the online environment how you make use of the communication tools available to you become essential elements in the presence you project to students.

A good communication plan for teaching online focuses not on content presentation. It focuses on all of the other important aspects of communication in a course.

You can follow these simple steps to develop your own plan:

1. Consider the available communication channels and their relative strengths and weaknesses. What do they do best and what are their limitations?
2. Think about what key function you need to accomplish in your course.
3. Articulate clear expectations for both you and your students.
4. Develop specific strategies that match key functions to course tools with clear expectations for both students and faculty.
Tools

CourseMail

This is email that stays within the course. All of your mail and responses are kept in one spot. However, you must log into the course regularly to view your course mail.

eMail

Personal email outside of the course. Course mail is integrated into the flow of your regular email workload, but course email can get “lost” in the crowd.

Discussion Forums

Areas where any member of the class can interact with others. You can include attached files, images, and multimedia. Discussions can be confined to one unit or topic or can be open and run the full gamut of the course. You must monitor regularly for new postings.

Announcements

Information is presented to the user upon login, most recent first. Can be added quickly and easily and can include images or links. Presents information in the most timely fashion, but users still have to login to the course to see them.

Online Chat

Synchronous, back and forth conversation. Good for when there are a lot of questions and answers or problems to solve. Requires users to be online at the same time. Large chat sessions can get a little chaotic and difficult to control. Can be private or public.

Phone

Synchronous, back and forth conversation. A human voice is far more personal than reading text. A phone call can do more to make a student feel at ease than using any other tool. It does require you to be available at the same time as a student. It can cost money for long distance. Getting a phone number may not always be easy.

Video/Audio

Asynchronous communication, but with high touch. Audio or video clips can help project an instructor presence and humanize your course. Content can be updated quickly to respond to student needs and issues or can be pre-produced well ahead of time. Requires a little skill and proper hardware/software. Students may have some technical difficulty accessing files due to format or bandwidth issues.
Web Conferencing

Synchronous communication with the option to record for asynchronous access. Options include audio, video, white board, chat area, and application sharing. Requires some training in using a select tool’s features. Can work with varied bandwidth but the use of video will require a high-speed internet connection.

Functions

Course Signposts and Advance Organizers

Just like driving on streets or roads, students need continuous reminders about where they are, what is coming up next, and how activities in the course connect one to another. Many of these elements may already be built into the course design, but the instructor can add simple, but very effective messages that help keep students progressing through the course. Aside from dates you might publish in a syllabus or assignment area, do you open or close a unit in the course with some kind of communication? Do you begin and end discussions in your course in any formal way?

General Questions and Answers

One rule to keep in mind for good time management it this: answer questions only once. Another rule is to allow students to answer questions for each other. Keep one place for students to pose any public question where you or another student can answer it in a timely fashion.

Topical/Timely Material

Instructors perform a very important role in helping make course concepts relevant to a student’s experience. Posting related news articles, links, cartoons, or other timely material relevant to the current topics in the course can help bring course content to life. Where will you post this kind of information to keep it in front of students?

Individual Feedback

Even though you may provide individual feedback on specific assignments and assessments, students often need additional “meta” feedback regarding how they are progressing in the course. What channels of communication will you use to provide this important individual feedback to students regarding overall performance? In addition, how quickly will you respond to students for returning assignments and other graded items? When a student posts a question or email, what response time can they expect?

Where do you communicate these expectations?
Class Feedback

In a traditional classroom you can easily address the entire class at once whenever you need to. At what points will you need to address the class as a whole? What channels of communication will you use for what sorts of class feedback? For example, you may need to address the class as a whole on important course concepts or you may need to communicate about important “housekeeping” items. Would you address students using the same tools, even at the same time for these two purposes?

Topical Questions and Answers

How do students raise questions to you about course concepts? Should they raise these types of questions privately or publicly?

Corrections, Reminders, and Updates

No matter how well developed an online course may be, there are invariably errors, mistakes, and omissions. There are always deadlines and due dates for assignments as well and sometimes these may change. How will you alert students to the dynamic elements in this course? What expectations do you have for students about where they should look for this kind of materials?

Expectations

Perhaps the most important element of a good communication plan is to take charge of expectations immediately, both in terms of what you expect students to do and what students can expect of you.

Here are key expectations in your course you should clearly spell out, for both yourself and your students:

Faculty Expectations

- How frequently do you log into the course?
- When you log in, what key areas of the course do you ALWAYS check?
- When are you available for office hours? These are times when you commit to monitoring email and discussions and when you can be available by phone or for chat appointments.
- Response time for email/discussion postings.
- Response time for posting weekly assignment/discussions grades or feedback
- Response time for posting major assignment grades or feedback.
- What is your role in class discussions? How much will you post? How actively do you monitor discussions?
Student Expectations

- How frequently should students log into the course?
- When students log in, what key areas should they ALWAYS check?
- How much time should students expect to spend on this course each week?
- What is the student role in discussions? How long and how frequently should they make postings?
- What is the response time for student emails and discussions questions?

COMMUNICATION PLAN TEMPLATE EXAMPLE

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Course Function</th>
<th>Tool</th>
<th>Expectation Faculty</th>
<th>Expectation Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Weekly Unit</td>
<td>Signpost</td>
<td>Announcement</td>
<td>2 days before official start of each unit. Announce we are moving to a new unit</td>
<td>Read Announcements each login</td>
</tr>
<tr>
<td>Close Weekly Unit</td>
<td>Signpost</td>
<td>Course Email</td>
<td>Send summary email summarizing/clarifying important concepts and providing overall class feedback</td>
<td>Check for CourseMail each login</td>
</tr>
<tr>
<td>Open/Close Discussion</td>
<td>Signpost</td>
<td>Discussion Post</td>
<td>Instructor posts a seed message in each discussion; posts a summary with class feedback to officially close each discussion</td>
<td>Posts made after instructor closing do not count for evaluation purposes.</td>
</tr>
<tr>
<td>Class Office Hours</td>
<td>General Q&amp;A</td>
<td>Chat/Phone/Email</td>
<td>Instructor monitors CourseMail, general chat room, is available via phone</td>
<td>Students can expect immediate response during office hour periods.</td>
</tr>
<tr>
<td>General Q&amp;A discussion</td>
<td>General Q&amp;A</td>
<td>Discussion</td>
<td>Instructor will monitor on each login, at least daily weekdays and once on weekends. Faculty will</td>
<td>Students post any general questions about course details in this discussion.</td>
</tr>
</tbody>
</table>
General Expectations: Faculty *(Examples)*

I will login daily during the week and at least once during the weekend, unless otherwise noted. I check CourseMail and the General Q&A discussion and any CURRENT discussions each login.

I will respond to CourseMail generally within 24 hours during the week and 36 hours on weekends. You will get faster response if you email me prior to or during online office hours.

My online office hours are Mon from 6-7:30 pm, Wed 9-10 am, and Friday 3:30-5:00 pm. I will be working on course activities at that time and will monitor CourseMail and the Open Chat Room. I am available via phone during those times too.

I will grade weekly assignments and return evaluations and grades within 4 days of the due date. For major assignments and tests, I will return evaluations within 7 days. I’ll grade discussions weekly, posting grades and comments between Monday and Wednesday for the previous week discussions.

I may be off-net for short periods during this course and unable to log in according to this schedule. I’ll post any such absences in the announcements.

Watch announcements for reminders about where we are in the course and what is coming up, plus other tidbits you may find useful.

I will CLOSE all weekly discussions with a summary post giving you my general thoughts and comments on the discussions; after my final post you may continue to discuss, but I will only count items posted prior to my closing statement in my evaluations.
If you need to communicate via email, please use CourseMail inside the course. I prefer not to use my general email account for course related communication unless you need to get hold of me urgently. All assignments in this course are submitted through the assignment area – I will NOT accept any assignment submitted via CourseMail or Email.

**General Expectations: Students (Examples)**

You should log-in to this course on at least five different days per week, even if just for a few minutes. On EACH login, be sure to check Announcements, CourseMail, the General Q&A Forum, and ALL active discussions.

For discussions, there is a separate handout that discusses your responsibility. Generally you will be asked to post an initial comment or analysis and then follow-up with several responses to other students. Your initial post and your responses should span the time period the discussion is open; if you post everything on one day you may be penalized in evaluations. One key purpose of the discussions is to engage other students so you can learn from each other and share your different perspectives and understanding. Look at discussions as an activity you participate in to deepen your learning rather than simply an assignment that needs to be completed.

This course runs for 8 weeks. You should expect to spend about 10-12 hours per week completing all course activities, including required reading. You should expect to spend about 1-1.5 hours working on each discussion activity, including your initial post, responses, and reading posts by other students.

For ALL general questions about assignments, due dates, technical problems, errors or omissions in the course, etc, please post to the GENERAL Q&A discussion area. There is a link located on the start page to this discussion. Posting your general questions here lets everyone see the response in case others have the same question. You can also respond to questions posted by students if you know the answer or have a helpful suggestion.
**Appendix 8 – Interactive Tool Selection Worksheet**

Note: Instructors should indicate if their tools will reside in Blackboard or within some other system.

<table>
<thead>
<tr>
<th>Course Number/Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate if your course will be mounted in Blackboard or within some other system.</td>
<td></td>
</tr>
</tbody>
</table>

**TOOLS MATRIX:**

Which of the following tools will you use in this course?

- Threaded Discussion
- Text-based Chat
- Blogs
- Wikis
- Multi-User Virtual Environment
- Quizzes/Tests/Self-tests
- Calendar
- Announcements
- Learning Modules
- Other:

**TOOLS TRAINING:**

List the tools you need to learn to use and how you will learn to use them.

<table>
<thead>
<tr>
<th>Online tutorial</th>
<th>Print documentation</th>
<th>Workshop</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online tutorial</td>
<td>Print documentation</td>
<td>Workshop</td>
<td>Consultation</td>
</tr>
</tbody>
</table>
☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation

☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation

☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation

☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation

☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation

☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation

☐ Online tutorial  ☐ Print documentation  ☐ Workshop  ☐ Consultation
Appendix 9 - Course Development Process Overview for Faculty

Notes:

- Certain documents are referenced in this model:
  - Arc Statement: Provides information about the overall structure of the course
  - Course Visioning Worksheet: Designed to help the CD develop and plan out their course
  - Communication Plan: Designed to help a CD define the policies and methods that will be used to guide faculty-student communication in the course; Useful for a CD to use during the “Design” phase

- The proposed model assumes the adoption of the Quality Matters rubric and process.

- The QM peer review team suggested in the final stage would require faculty and staff to complete the appropriate peer reviewer training. This training is available from QM. It is recommended ID’s participate in QM’s Train-the-Trainer training so they could then train faculty and staff at the university to be peer reviewers.
Appendix 10 – Course Template Screenshot Example

Note: Each screenshot includes the Quality Matters standard associate with it. A PowerPoint handout which provides screenshots of the full template is included with this report. The template can also be viewed online within Blackboard by contacting David Brodosi for assistance.

Course Menu

V.5 The course design prompts the instructor to be present, active, and engaged with the students.
Appendix 11 – Faculty Development Workshops Facilitated by Blackboard

Workshop 1: Designing Exemplary Online Courses
Description: This 2-day workshop will introduce faculty to effective practices, efficient processes, and key strategies for designing online courses. This workshop is helpful for any faculty member who has current plans to develop a new online course.

Workshop Topics and Outcomes

- **Designing Online Courses Using the Quality Matters (QM) Rubric**
  - Review the eight (8) general and 40 specific standards of the QM rubric
  - Evaluate sample courses against the QM rubric and provide constructive feedback for course improvement

- **Designing Effective Course Navigation and Organizational Structures**
  - Identify QM criteria for effective course navigation and organizational structure
  - Determine the course menu and organization of materials based on course subject matter and audience
  - Apply selected menus and structures to individual courses

- **Enhancing Learner Experiences with Quality Content**
  - Identify QM criteria for effective content design
  - Analyze content design and development options based on audience needs (learning styles, instructional design basics, multimedia)
  - Explore alternative content presentation techniques
  - Upload/revise content to begin building an effective unit of instruction

- **Measuring Student Learning and Achievement**
  - Identify QM criteria for effective assessment
  - Choose the most appropriate tools to support instructional outcomes and strategies
  - Construct assignments and/or tests in individual courses
  - Discuss and implement accountability techniques

- **Supporting Collaborative Learning Environments**
  - Identify QM criteria for effective student-student and student-teacher interaction
  - Establish initial communication/interaction plan
  - Explore alternative uses for effective online discussions and collaborations
  - Implement communication elements in your online course(s)

- **Guided Course Development**
  - Develop and refine course navigation, content, assessments, and communication plans
  - Evaluate course(s) based on the QM rubric
• Participate in course showcase for peer discussion and review

Workshop 2: Best Practices in Online Instruction
Description: Pedagogically-focused to prepare faculty for facilitating and managing online courses. This workshop will be helpful for faculty members who have current plans to teach their first online course.

Workshop Topics and Outcomes

• Planning Online Collaboration
  o Explore ways to organize and use groups in your course
  o Create Groups and select appropriate Group communication and collaboration tools
  o Communicate and share files with group members
  o Set up group tools for collaborative activities
  o Add Group links to Content Areas and folders
  o Create successful group assignments
  o Access, view, and submit assignments and view results in My Grades
  o Support group work in your course

• Managing Online Interaction
  o Align interactive assignments to course objectives
  o Determine scenarios for using discussions, blogs, journals and wikis
  o Describe techniques for crafting effective questions and encouraging participation
  o Write effective questions using a three-part model
  o Explore different methods to use interaction for online assessment
  o Create appropriate etiquette guidelines
  o Manage online interaction
  o Evaluate interactive tasks using rubrics

• Providing Student Feedback
  o Navigate the Grade Center and change your view of the Grade Center to make it more accessible
  o Hide and sort rows and columns to focus on specific data
  o Use the Column Organization page in the Grade Center to quickly rearrange columns, freeze columns to aid scrolling, and hide or show multiple columns simultaneously
  o Explain the difference between grade columns and calculated columns
  o Create grade columns to enter and manage grades
  o Modify columns to provide feedback
  o Identify best practices for providing feedback
  o Add due dates to grade columns
  o Create calculated columns to calculate grades
  o Enter grades for items that must be manually graded
• Override and exempt grades
• Create a Smart View to see a customized display of student performance

• **Monitoring Performance to Retain Students**
  • Enable the Review Status tool and monitor the release and Review Status of content items
  • Enable Early Warning System rules
  • Run status checks on Early Warning System rules
  • Notify learners (and Observers) through Early Warning system notifications
  • Monitor student progress using the Alerts and Needs attention modules
  • Monitor each student’s overall performance from the Performance Dashboard
  • Explain the types of course statistics reports and when to use them
  • Run the Overall Summary of Usage report and explain uses for each section of the report
  • Enable tracking by content item and run content item usage reports
  • Print and save statistics

**Workshop 3: Transitioning to the an Online Classroom**
**Description:** Designed to help faculty begin the process of making the transition for an on-campus instructor to an online instructor. This workshop is designed to give an introduction to online teaching and learning.

Workshop Topics and Outcomes

• **Revisiting, Selecting, and Adapting Instructional Content**
  • Describe methods for adapting your existing instructional content for an online course
  • Describe methods for finding appropriate third-party instructional content
  • Identify best practices in copyright guidelines when using

• **Developing a Communication Plan**
  • Identify different methods to share information and interact with your online student
  • Compare and contrast the strengths and limitations of different methods of communicating with your course
  • Describe which communication methods might be a good fit for your online course(s)

• **Assessment Strategies**
  • Describe the strengths and limitations of assessment methods that can be used with online courses
  • Describe best practices for protecting the academic integrity of your online course assessments

• **The Use of Collaboration**
  • Describe examples of collaboration tools including wikis, blogs, and social networking and bookmarking tools and their strengths and limitations
  • Describe collaboration methods that would be useful in your online courses

• **Building and Managing Group Assignments**
  • Describe general strengths and challenges associated with assigning group work in online courses
• Share examples of group assignments and how might you adapt and manage them within an online environment

• **Using Discussions to Further Student Engagement and Learning**
  - Describe methods that can help you create engaging discussions with your online students

• **Quality Matters 101**
  - Describe the 8 general standards of the Quality Matters rubric
  - Describe the concept of “alignment” and determine if your online courses meet this criterion
  - Describe the peer review process used by the QM program
## Appendix 12 – Faculty Development (FD) Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Pathway Definition</th>
<th>Path Criteria</th>
<th>Training Events</th>
<th>Evaluation of Path</th>
<th>Desired Path Outcome(s)</th>
</tr>
</thead>
</table>
| **Online Course Developer** | FD experience to prepare faculty to teach online with access to examples of model courses | **Novice:** Faculty member who has no prior experience in developing an online course but who has completed Bb training  
**Advanced:** Faculty member who has developed at least one or more online courses | **Novice** Required Three-week training in online course design  
**Advanced** Two or more advanced topics presentations in instructional technology per year | Participation in and evaluation of required training and/or consultations  
Successful completion of and satisfaction with training at a level of at least 80% | Successful development of all planned online courses |
| **Online Course Facilitator** | FD experience to prepare faculty to facilitate an online course including access to model courses and a shadowing/mentoring experience | **Novice:** Faculty member who lacks online teaching experience  
**Advanced:** Faculty member who currently teaches an online course | **Novice** Required Three-week training in online course facilitation  
**Advanced** Recommended attendance of two or more advanced topics presentations in instructional technology per year | Participation in and evaluation of required training and/or consultations  
Successful completion of and satisfaction with training at a level of at least 80% | |
| **Hybrid Instructor**     | FD experience to prepare faculty to facilitate a hybrid course                      | **Novice:** Faculty who is new to hybrid instruction  
**Advanced** Recommended attendance of two or more advanced | Participation in and evaluation of required training  
Successful completion of and satisfaction with training | |

Successful completion of and satisfaction with training at a level of at least 80%
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Pathway Definition</th>
<th>Path Criteria</th>
<th>Training Events</th>
<th>Evaluation of Path</th>
<th>Desired Path Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web-enhanced Instructor</strong></td>
<td><strong>FD experience to prepare faculty to effectively use instructional technology in their courses</strong></td>
<td>Faculty who want to use instructional technology to enhance their on-campus instruction</td>
<td><strong>Novice</strong></td>
<td>Required successful completion of Introductory Blackboard workshop</td>
<td>Participation in and evaluation of required training and/or consultations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Advanced</strong></td>
<td>Recommended attendance of Advanced Blackboard workshop and/or instructional technology presentations of interest</td>
<td>and/or consultations</td>
</tr>
<tr>
<td><strong>Quality Matter Peer Reviewer Trainer</strong></td>
<td><strong>FD experience to prepare USFSP instructional technology and/or instructional design staff to train others to be QM peer reviewers</strong></td>
<td>Instructional design staff who are certified QM peer reviewers and who will coordinate internal QM Peer Reviewer trainings</td>
<td>Successful completion of QM’s “Train the Trainer” workshop</td>
<td>Successful completion of QM’s required assignments and meetings</td>
<td>Successful completion of and satisfaction with training at a level of at least 80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality Matters Peer Reviewer</strong></td>
<td><strong>FD experience to prepare faculty to be certified QM peer reviewers</strong></td>
<td>Little or no understanding of the QM rubric and peer review process</td>
<td>Successful completion of QM’s required “Applying the QM Rubric/Peer Reviewer Course” or USFSP’s QM training</td>
<td>Completion of all required assignments from QM or internal trainings</td>
<td>Successful completion of and satisfaction with training at a level of at least 80%</td>
</tr>
<tr>
<td>Faculty</td>
<td><strong>FD experience faculty</strong></td>
<td>Faculty</td>
<td>Regular participation in or Qualification events</td>
<td>Satisfaction</td>
<td>Mentors rated</td>
</tr>
</tbody>
</table>

*Advanced: Faculty who currently teaches a hybrid or online course*
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Pathway Definition</th>
<th>Path Criteria</th>
<th>Training Events</th>
<th>Evaluation of Path</th>
<th>Desired Path Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>can participate in to assist other faculty with their online education goals</td>
<td>interested in online education and sharing expertise with other faculty</td>
<td>facilitation of FD opportunities and/or departmental meetings about online education</td>
<td>survey data from mentorees</td>
<td>positively by their mentorees</td>
</tr>
<tr>
<td>Community of Practice Member</td>
<td>Peer community of faculty who teach online and/or hybrid</td>
<td>Faculty interested in how to effectively use technology to enhance instruction</td>
<td>Attendance of formal meetings throughout an academic year including the use of Elluminate for some virtual meetings including opportunities to showcase online and hybrid courses</td>
<td>Evaluation data from surveys to assess faculty satisfaction with their participation</td>
<td>Average participation of at least 80% of current membership</td>
</tr>
</tbody>
</table>
Appendix 13 - Faculty Development Capacity Worksheet

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Potential Training Audience</strong></td>
<td></td>
</tr>
<tr>
<td>1a. How many instructors teach online courses?</td>
<td></td>
</tr>
<tr>
<td>1b. How many teach hybrid courses not included in your online instructor count?</td>
<td></td>
</tr>
<tr>
<td>1c. How many faculty currently use Blackboard but who are not online or hybrid instructors?</td>
<td></td>
</tr>
<tr>
<td>1a. How many faculty received funding to create an online or hybrid course and who are not accounted for by the previous questions?</td>
<td></td>
</tr>
<tr>
<td><strong>2. FD Staff Time</strong></td>
<td></td>
</tr>
<tr>
<td>2a. How many USFSP staff or faculty members will provide faculty development?</td>
<td></td>
</tr>
<tr>
<td>2b. What percentage of time will USFSP faculty developers devote to facilitating faculty development workshops per week?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Enrollment</strong></td>
<td></td>
</tr>
<tr>
<td>3a. What percentage of FD seats will be open to USFSP staff and faculty?</td>
<td></td>
</tr>
<tr>
<td>3b. What percentage of FD seats will be open to USF faculty not from USFSP?</td>
<td></td>
</tr>
<tr>
<td>3c. What percentage of FD seats will be open to non-USF faculty or staff?</td>
<td></td>
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<tr>
<td><strong>4. Budget</strong></td>
<td></td>
</tr>
<tr>
<td>3a. What is the current faculty development budget?</td>
<td></td>
</tr>
<tr>
<td>3b. How much money is currently used to facilitate existing professional development workshops?</td>
<td></td>
</tr>
<tr>
<td><strong>5. Resources</strong></td>
<td></td>
</tr>
<tr>
<td>5a. What technology-related resources could be used to help facilitate and/or evaluate the effectiveness of FD activities?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>5b. What technology-related resources would need to be purchased?</td>
<td></td>
</tr>
<tr>
<td>5c. What is the costs associated with the technology listed in 5b?</td>
<td></td>
</tr>
</tbody>
</table>