

# **Empowering Instructors through Course Development Partnerships**

Dr. Sarah Parlier,  
Blue Ridge Community College



# Objectives and Outcomes

- The presenter will share a sustainable process for developing high quality curriculum and continuing education courses
- The presenter will share lessons learned and will offer recommendations for initiating a course development process.

# Objectives and Outcomes

- Participants will reflect on their own institution's course development process(es).
- Participants will share challenges and successes experienced in developing and revising courses.
- Participants will identify areas where new structures and processes can be implemented.

# About Us:

INSTRUCTION

200  
TEACHING &  
LEARNING

CONTINUING ED

ARTS/SCI

BUS SVC

HEA SCI

PUB SAF

ADV TECH



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- High quality, hybrid and online courses
- Adjunct instructors
- Short timelines



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# Response One: Staffing



Kevin:  
Ed Tech,  
LMS, Video



Sarah:  
Curric.& Inst.,  
Project  
Management,  
Communication



Jamie:  
Ed Tech,  
LMS, IT

# Response Two: Process

- Meeting
- Instructor/Developer
- Instructional Designer partner
- Stipend
- Timeline



# Course Development Assignment

This is an assignment for additional duties by the College and a current College employee (the "Instructor/Developer") for the development of course curriculum. Nothing in this Agreement shall alter the terms of employment for the Instructor/Developer employment with the College.

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**Instructor/Developer:**

**Course:**

**Amount: TBD after initial meeting**

**Course Type:**

**Budget Code:**

- Curriculum
- Continuing Education: original content
- Continuing Education: content provided

**Delivery Method:**

- Blended/ Hybrid
- Hyflex/ Online

**Hours (Class-Lab-Clinic-Credit):**

**Development Time Frame (Start to End Date):**

**Considerations before initiating assignment:**

- The employment status of the instructor-developer. A full-time faculty member teaching a course in their own discipline would not typically be paid for course development unless it is a master shell for a department to be used by multiple instructors.
- The budget for a course development assignment should originate in the department.



## MyCourses Design Elements

*Note: A “yes” or “NA” must be marked for each row during the Midpoint and Final Reviews. Notes can be added to these requirements.*

Requested	NA	Present	Not Present	Elements <i>(some not required for blended/hybrid)</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Table of Contents organized into appropriately titled topics (week, module, topic)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clean and clear visual organization (e.g., proper use of labels)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear outline/ schedule on what to do and when
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course and module graphics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	An introduction to the course (video/text-based)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Syllabus (with all items defined in <a href="#">6.1.2 Development and Revision of Course Syllabi</a> )
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Census Activity (syllabus quiz recommended activity)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevant and varied instructional materials/resources that are ADA compliant and accessible for screen readers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Links to publisher or third party support (if using).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructor voice and expertise on the subject matter (live through Collaborate, video-recorded, or text-based)



Signature Point: #1. Dean/ Chair identifies a developer. A full-time faculty member teaching a course in their own discipline would not typically count unless it is a master shell for a department.

- Dean/Chair secure approximate budget funds
- Potential instructor-developer completes [survey for T&L](#)
- Dean/ Chair sets meeting with Director of T&L and member(s) of T&L to discuss expectations of assignment and develop a timeline
- Dean/Chair determines a stipend
- Director of T&L send out Course Development Assignment via DocuSign and assigns an instructional designer
- Instructor works with Dean/Chair to select textbook and develop learning outcomes if needed

Title	Signature	Date
Instructor/Developer		
Dean/Chair		
Teaching/Learning Director		
Vice President		

Signature Point #2. Mid check by dean or chair: Faculty course developer gets initial payment.

- Dean/Chair and ID reviews course and progress with developer to make sure all is on track and makes plan for any revisions
- Dean/ Director of T&L secures signatures below, and the Vice-President requests the first half of payment from Jane Ellis

Title	Signature	Date
Instructor/Developer		
Dean/Chair		
Teaching/Learning Director		
Vice President		

Signature Point #3. Final check by T&L team, dean/chair;

- Developer completes all revisions and applies for payment with Dean.
- Dean/Chair and ID reviews course with developer to ensure all is complete
- Dean/ Director of T&L secures signatures below, and the Vice-President requests the second half of payment from Jane Ellis

Title	Signature	Date
Instructor/Developer		
Dean/Chair		
Teaching/Learning Director		
Vice President		



# Revising the Process

- Specific expectations for course content
- Payment considerations
- Review and payment processes



## **Specific Expectations-- Questions We Asked:**

- Contact hours in course shell?
- Use of third party content?
- How much instructional content should be in the course?
- Inclusion of lecture video?
- Assessment measures: tests, rubrics, etc.?
- Specific student engagement activities?

# Payment Considerations:

- Contact hours and type
- Level of experience
- Use of third party content
- Timeline





# Payment Considerations:

- Contact hours and type
- Level of experience
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- Have you taught courses before?
- Have you selected the course content?
- How experienced are you with our LMS?
- Do you have daily access to high speed internet?
- Can you meet with an instructional designer during business hours once a week?
- What's your experience level using various educational technologies?
  - Video capture
  - Using publisher content?
  - Using Google/ Microsoft applications



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# Payment Considerations:

- Contact hours and type
- Level of experience
- Use of third party content
- Timeline: 3 months recommended



30+

Since 2022 . . .



**CEG**

**ODT**

**NET**

**BIO**

**CSC**

**30+**

**CIS**

**CEG**

**MAT**

**BPR**

**CJC**

**EMR**

**CEG**

**EDU**



# Instructional Design & Course Development



**Kevin Kvalvik** Instructional Designer  
 Blue Ridge Community College



**Jamie Warren** instructional design  
 Blue Ridge Community College

# Studio lecture capture with H5P interactives



1. Heatstroke occurs when:



- A. outside temperature exceeds 90°F.
- B. the body's heat-eliminating mechanisms are overwhelmed.
- C. a person becomes dehydrated from excess perspiration.
- D. humidity exceeds 80%.



# Articulate: Microlearning



## SWOT Analysis

Select the beams to expand each section!



### Strengths

### Weaknesses

### Opportunities

### Threats

The purpose of a SWOT analysis is really quite simple. Marketers want to identify the strengths and weaknesses in the organization's internal environment as well as the opportunities and threats that exist in the organization's external environment.

S W O T



# Challenges

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines



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- Lecture content
- Question bank
- Third party content



# Challenges

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- Grading criteria
- Interaction
- Contact hours



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# Challenges

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- Collaboration
- Conflict
- Communication styles



# Challenges

- Assumptions
- Ambiguity
- Lack of communication
- Personality differences
- Timelines

- Expectations vs. reality
- Regular workload
- Payroll cutoffs





## Recommendations:

- Ensure appropriate staffing for task
- Communicate early and establish expectations with department lead and instructor
- Communicate weekly with Instructional Designer
- Ensure expectations are met BEFORE payment
- Be ready to pitch in and assist

# COMMUNICATE!



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# Questions and Comments

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