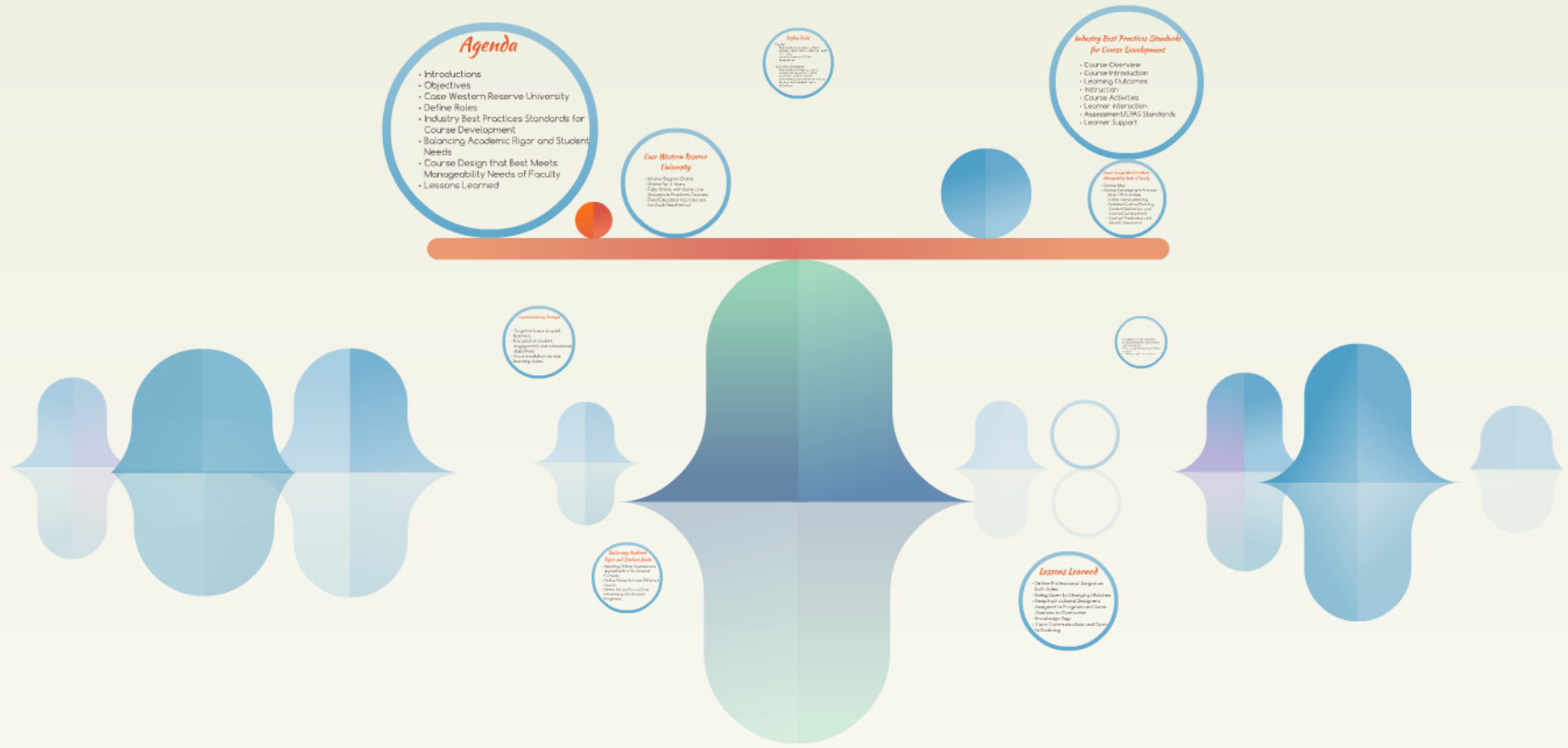


# Collaboration between Course Development and Faculty: Making It Work



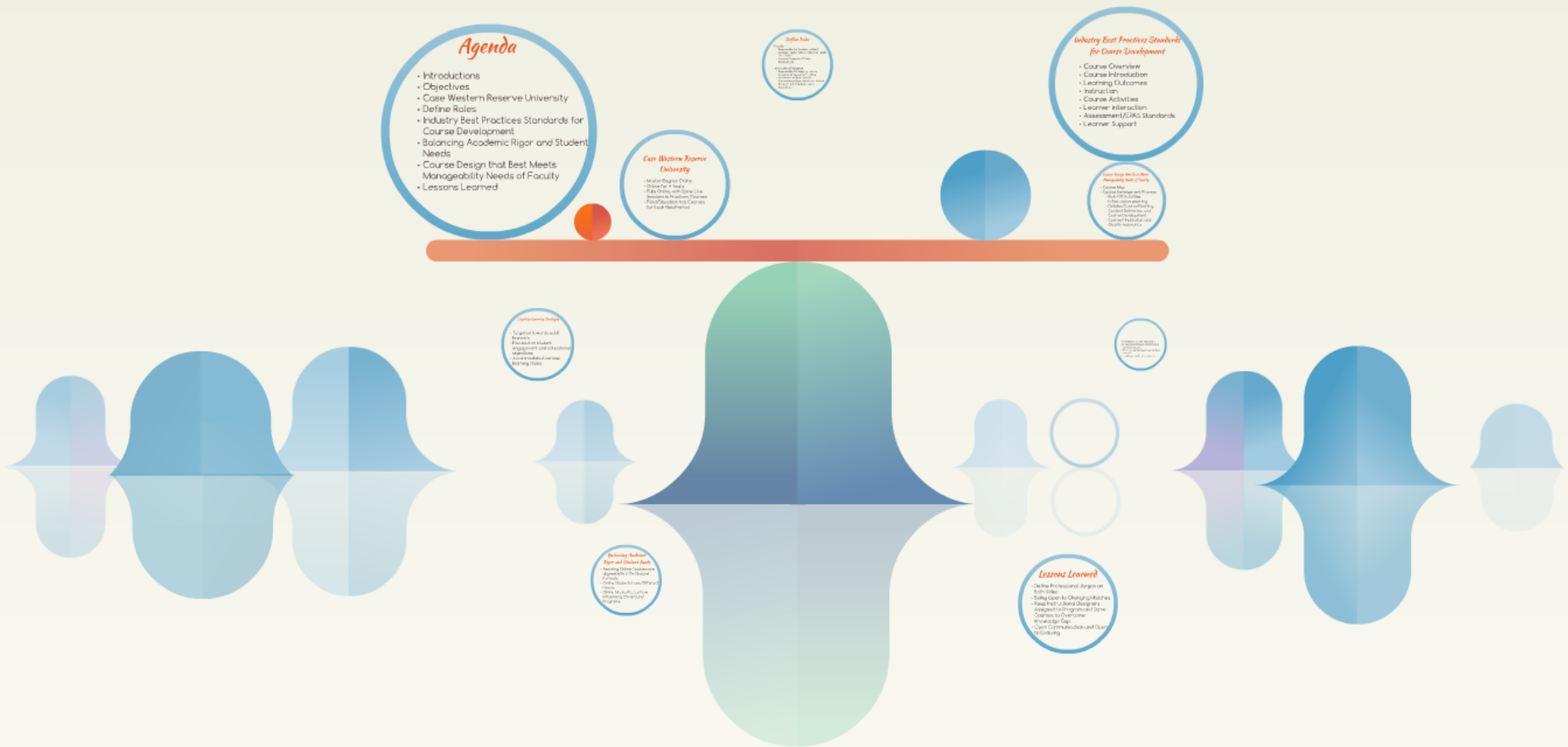
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# Collaboration between Course Development and Faculty: Making It Work



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# *Agenda*

- Introductions
- Objectives
- Case Western Reserve University
- Define Roles
- Industry Best Practices Standards for Course Development
- Balancing Academic Rigor and Student Needs
- Course Design that Best Meets Manageability Needs of Faculty
- Lessons Learned

# *Case Western Reserve University*

- Master Degree Online
- Online for 4 Years
- Fully Online, with Some Live Sessions in Practices Courses
- Field Education has Courses for Each Field Period

# *Define Roles*

- **Faculty**
  - Responsible for Course Content
  - Course Creator May or May Not Teach the Course
  - Varying Degrees of Online Experiences
- **Instructional Designers**
  - Responsible for Helping Course Creators Bring Content Online
  - Determine an Instructional Methodology Appropriate for Virtual Environment that Best Meets Objectives

## *Industry Best Practices Standards for Course Development*

- Course Overview
- Course Introduction
- Learning Outcomes
- Instruction
- Course Activities
- Learner interaction
- Assessment/EPAS Standards
- Learner Support

## *Balancing Academic Rigor and Student Needs*

- Assuring Online Courses are aligned with 2 On-Ground Formats
- Online Students have Different Needs
- Online Media Pieces Now Influencing On-Ground Programs

## *Course Design that Best Meets Manageability Needs of Faculty*

- Course Map
- Course Development Process
  - Kick-Off Activities
  - Initial course planning
  - Detailed Course Planning, Content Deliveries, and Course Development
  - Course Finalization and Quality Assurance



# *Lessons Learned*

- Define Professional Jargon on Both Sides
- Being Open to Changing Matches
- Keep Instructional Designers Assigned to Program and Same Courses to Overcome Knowledge Gap
- Open Communication and Open to Evolving

