Standards VI, VII, VIII

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Standards Covered

VI — Curriculum Development

VII — Learning Materials, Resources, and Research Support

VIII — Academic Delivery

"My institution hired an external Consultant to complete our SER, so we don't need to know the ins and outs of any of this."

"My institution has always given our Instructors the autonomy to create their own courses. They're the experts!"

"My institution contracts out course development to a highly recognized third party, therefore, there's really no need to have an internal curriculum development plan in place. "

"Why do we need a Librarian? Google is a free and accessible search engine for students."

"My institution's academic leadership team has been working in higher education and creating courses for over 20 years, we don't need an ID to be involved in curriculum development."
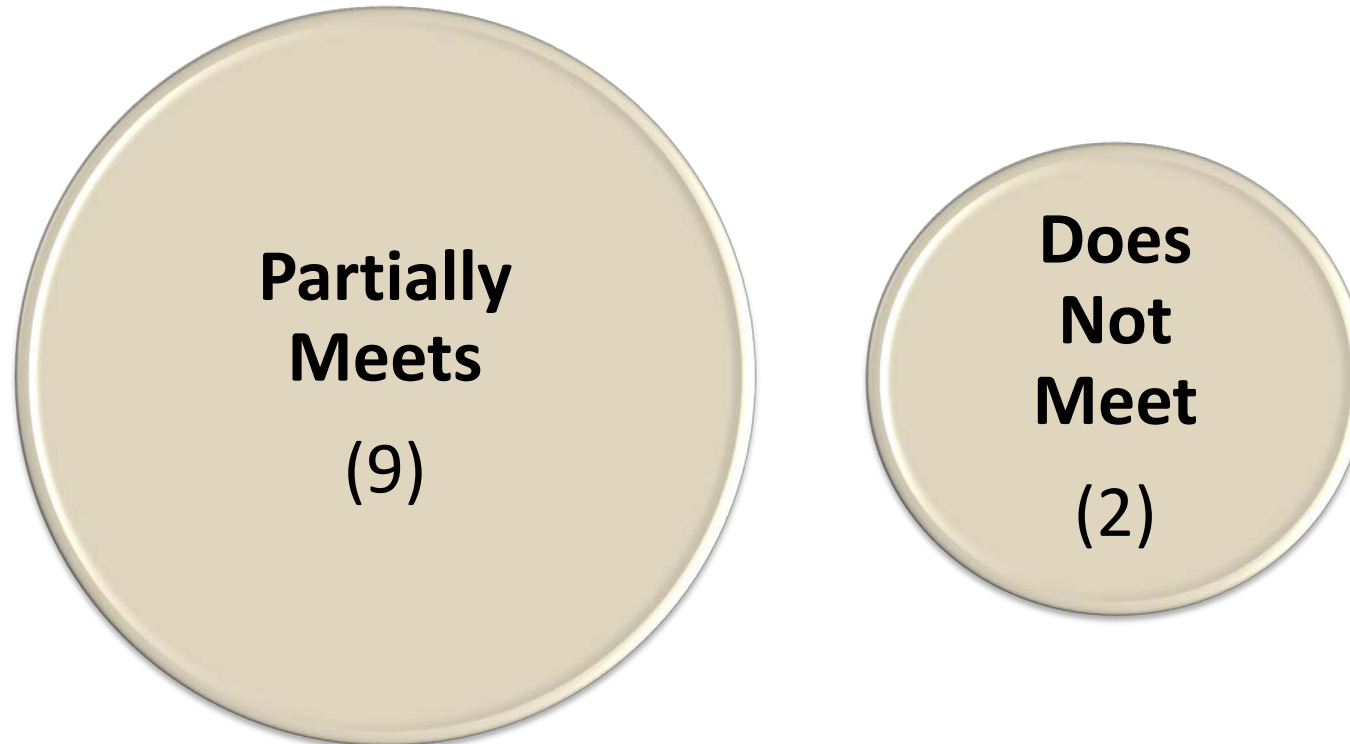
Are y'all ready to enter the Matrix?

What's the quantitative data telling us?

(Citations- Fall 2023- Spring 2024)

Curricula Development & Delivery

(5)

Academic Units of Measurement

(8)

Educational Media & Learning Resources

(5)

Appropriate Technology

(4)

Frequency of Standard Citations

STANDARD (Old Standards)	PARTIAL	DOES NOT MEET
Comprehensive Curricula and Instructional Materials	9	2
Curricula Development and Delivery	5	
Academic Units of Measurement	8	
Educational Media and Learning Resources	5	
Appropriate Technology	4	

Fall 2023 – Spring 2024 (n=22)

Who might write these sections?

Chief Academic Officer

Academic Department Leaders

Subject Matter Specialist

Instructional Designer

IT Specialist

Consultant

Who should be familiar with these sections during a visit?

Chief Academic Officer

Academic Department Leaders

Subject Matter Specialist

Instructional Designer

IT Specialist

Consultant

Standard VI

Curriculum Development

Standard VI: Curriculum Development

Description

The institution develops clear, up-to-date, and well-organized curricula for each program. Curricula are sufficiently comprehensive for students to achieve the stated program outcomes. Curricular organization and content are supported by reliable research and practice and reflect sound principles of learning, grounded in distance education instructional design principles. Curricula development processes are codified in the institution's Curriculum Development Guide. Curricula review is included in the institution's program review processes.

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Core Components

A. Program Curricula Development
B. Instructional Design and Materials
C. Academic Units of Measurement
D. Credit Hour Definition

Standard VI: Curriculum Development

EXHIBITS

EXHIBIT 14:   Curriculum Development Manual

EXHIBIT 14:   Curriculum Content Developers' Qualifications

EXHIBIT 14:   Instructional Designers' Qualifications

EXHIBIT 14:   Contracts for Third-Party Educational Delivery

EXHIBIT 14:   Sample Program Reviews

EXHIBIT 15:   Clock/Credit Hour Policy

EXHIBIT 15:   Clock/Credit Hour Evaluation Chart

Missing or incomplete exhibits are often the culprits in SER citations…

Standard VI: Curriculum Development

A. Program Curricula Development

Institutions have a documented process for curriculum development that clearly articulates the principles of learning and pedagogical foundations used to frame the program. The institution's curricula are supported by reliable research and align with commonly accepted educational practices within the fields of practice. Qualified faculty and academic leadership hold the primary responsibility for all program content and instructional design and supervise staff, third-party providers, or consultants used in curricula development. Program curricula are reviewed on a periodic basis by academic leadership, program leadership, program faculty, and the Program Advisory Council. The review integrates program performance data collected on an annual basis with respect to student progression; student learning outcomes; faculty and student feedback; and content currency, accuracy, and comprehensiveness.

Standard VI: Curriculum Development

A. Program Curricula Development

1. Describe the institution's process for curriculum development. [EXHIBIT 14: Curriculum Development Manual]

2. Describe the principles of learning and pedagogical foundations used throughout the curriculum development process.

3. Describe how the institution's curricula are supported by reliable research and align with commonly accepted educational practices, as applicable to respective curriculum's fields of practice.

4. Describe the institution's qualifications for curriculum content developers (e.g., subject matter experts). [EXHIBIT 14: Curriculum Content Developers' Qualifications]

5. Describe the institution's qualifications for distance education instructional designers. [EXHIBIT 14: Instructional Designers' Qualifications]

Components of a Curriculum Development Manual

(Exhibit 14)

Example Components	Example Components
• Institutional mission, vision, and values statement • Institution/Program Goals and Outcomes • Methodologies for writing knowledge-based versus skill-based learning outcomes • Curriculum structure (course content outlines/templates, course codes, sequencing and credit/clock hour distribution guidelines) • Instructional Strategies (teaching methodologies, learning activities, technology integration) • Learning resources (textbooks and reading materials, online resources, laboratory equipment)	• Assessment Methods (formative/summative strategies, grading policies) • Program Evaluation (curriculum review timelines, procedures for proposing and implementing changes, • Alignment with Industry/Professional Standards (relevant accreditation requirements, industry partnerships) • Accommodations/Accessibility (universal design for learning principles, assistive technology, accessible course materials) • Course Developer qualifications (content and distance education professionals) • Appendices (curriculum maps, syllabi templates, assessment tools, rubrics)

Content Developer/Instructional Designer's Qualifications

(Resume- Exhibit 14)

Standard VI: Curriculum Development

A. Program Curricula Development

6. List and describe any non-faculty staff as well as third-party providers or consultants used in curricula development and how the institution ensures that they are appropriately supervised. [EXHIBIT 14: Contracts for Third-Party Curricula Development Resources]

7. Describe the institution's program review process, including who is involved; the schedule the institution follows; and the data collected, synthesized; and used to ensure that curricula and instructional materials are current, accurate, and comprehensive. [EXHIBIT 14: Sample Program Reviews]

8. Describe the process used to identify and correct any content errors in curricula and instructional materials between regularly scheduled program reviews.

Activity: Program Curricula Development (Standard VI)

Scenario:

- Program curriculum consists of term-based courses.

- Instructors (full-time or adjunct) are given a syllabus template, the course objectives, and a copy of the Curriculum Development Manual to guide development of the course they will teach.

- Courses are reviewed by the chief academic officer prior to initial delivery.

- Student grades and exit survey comments are reviewed to assess course delivery.

Standard VI: Curriculum Development

B. Instructional Design and Materials

All curricula and instructional materials are designed for the program's distance learning delivery modality by qualified individuals and grounded in instructional design principles. Instructional design considers how students learn, the nature and accessibility of the materials, and methods deemed most effective to help students learn in specific delivery modalities. Courses integrate access to learning materials and resources. Courses include instructions and suggestions on how to study and how to use the instructional materials to learn effectively and efficiently. Syllabi are aligned with course content and are structured to direct course learning experiences and activities.

Standard VI: Curriculum Development

B. Instructional Design and Materials

1. Describe how the institution defines its model for distance education delivery (e.g., correspondence, online, or hybrid – a combination of online learning with in-residence components, or an alternative program structure).

2. Describe how curricula and instructional materials are grounded in distance learning instructional design principles, in alignment with the nature of the program and the institution's specific delivery modalities where students may access learning materials.

3. Describe how the institution's courses appropriately integrate access to learning materials and resources.

4. Describe how the institution provides appropriate study and resource navigation instructions for students.

5. Describe how the institution provides appropriate instructions for accessing and using instructional materials.

6. Describe how the institution ensures that syllabi are aligned with course content and are structured to direct course learning experiences and activities.

Activity: Instructional Design and Materials (Standard VI)

Scenario:

- Target Audience- Associate-level program

- A lesson organizer is presented in the LMS at the start of the lesson

- Weekly Lessons consist of video-recorded lectures uploaded to the LMS. Times range from 30 to 60 minutes depending on the topic.

- Links are provided to expert articles.

- A 10-question multiple choice quiz follows each lesson to assess recall of key elements of the lecture

Standard VI: Curriculum Development

C. Academic Units of Measurement

The institution documents policies and procedures used to define and calculate the chosen academic unit of measurement. The framework for academic units must be supported by research and consistent with the program learning outcomes. Academic units are measured by credit hours or competencies. Academic unit measurements for all delivery modalities and program types must clearly show that each program is delivered with at least 51 percent distance education. The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time. If academic units are measured in clock hours, the institution documents its implementation and application of policies and procedures for determining clock hours awarded for its courses and programs. A clock hour is one instructional hour. One instructional hour is defined as 50 minutes of instruction in a 60-minute period.

Standard VI: Curriculum Development

C. Academic Units of Measurement

1. Describe the institution's policy for determining and assigning academic units of measurement. [EXHIBIT 15: Clock/Credit Hour Policy]

2. Describe how the institution's framework(s) for academic unit measurement is supported by research and is consistent with program learning outcomes.

3. Describe how academic unit measurement verifies that all programs are delivered through at least 51 percent distance education.

4. Describe the process the institution uses to measure and document the amount of time it takes the average student to achieve learning outcomes (as a means for assigning academic units of measurement).

5. Describe how the institution verifies and documents that appropriate academic units of measurement are assigned to its educational offering. [EXHIBIT 15: Clock/Credit Hour Evaluation Chart]

Standard VI: Curriculum Development

D. Credit Hour Definition

Semester and quarter credit hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit or 30 hours of student work for one quarter credit. One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation. One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

Standard VI: Curriculum Development

D. Credit Hour Definition

1. For programs measured in credit hours, describe how the institution verifies that its definition and calculations are equivalent to commonly accepted and traditionally defined units of academic measurement, as defined by DEAC Standard VI.D.

The Carnegie Model

One credit/semester is 15 hours of academic engagement and 30 hours of preparation.

One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.

For a traditional 3-credit course:

➤ 45 hours of academic engagement

➤ 90 hours of preparation

15-week course

➤ 3 hours/week of academic engagement

➤ 90 hours of preparation

10-week course

➤ 4.5 hours/week of academic engagement

➤ 9 hours/week of preparation

8-week course

➤ 5.625 hours/week of academic engagement

➤ 11.25 hours/week of preparation

6-week course

➤ 9 hours/week of academic engagement

➤ 15 hours/week of preparation

The Carnegie Model

Academic Engagement

(Direct Instruction/Contact Hours)

Asynchronous Content:
- pre-recorded lectures
- interactive modules

Synchronous Content:
- live lectures
- virtual office hours
  - (interactive Q&A)
- virtual lab simulations
  - (supervised)

Guided Learning Activities:
- discussion forums
- assignments

Direct Assessment Activities:
- exams
- in-class presentations

Preparation

(Out-of-Class Work/Independent Study)

Reading and Study:
- textbook reading assignments
- watching supplementary videos

Assignments and Projects:
- writing essays/papers
- creating presentations
- homework problems

Practice and Application:
- independent lab activities
- practice exercises
- coding exercises
- skill rehearsal

Research Activities:
- library research
- internet research

Self-Assessment:
- practice quizzes
- self-graded exercises
- group projects

Standard VI: Curriculum Development

Academic Units of Measurement & Credit Hour Definition

Competency-based Programs

Direct Assessment Programs

Partial Credit for Parts of a Course

https://cat.wfu.edu/resources/workload2/

Standard VII

Learning Materials, Resources, and Research Support

Standard VII: Learning Materials, Resources, and Research Support

Description

Learning materials and resources are aligned to the delivery modality, content area, and degree level and complement the teaching and curricula to support students' ability to achieve the stated program outcomes. The institution provides faculty and students with access to all relevant learning resources, materials, or related services appropriate for the achievement of course learning outcomes.

Standard VII: Learning Materials, Resources, and Research Support

Description

Learning materials and resources are aligned to the delivery modality, content area, and degree level and complement the teaching and curricula to support students' ability to achieve the stated program outcomes. The institution provides faculty and students with access to all relevant learning resources, materials, or related services appropriate for the achievement of course learning outcomes.

Core Components

A. General Learning Resources

B. Course-Level Learning Resources

C. Library and Research Support

D. Evaluation, Review, and Revision

Standard VII: Learning Materials, Resources, and Research Support

A. General Learning Resources

Institutional learning resources include general materials or resources that are available to students outside individual class environments. Learning materials and resources are designed to adequately support educational offerings in meeting learning outcomes.

1. Describe how institutional learning resources include materials outside individual class environments.

2. Describe how general learning materials and resources are designed to adequately support educational offerings in meeting student learning outcomes.

Standard VII: Learning Materials, Resources, and Research Support

B. Course-Level Learning Resources

In-course learning resources for faculty and students are available and appropriate to the level and content of the course within the scope of the program offering. Program designers and faculty use effective teaching aids and learning resources, including educational media and supplemental instructional aids, when delivering courses and teaching students. The institution provides faculty and students with access to all relevant learning resources, materials, or related services that are appropriate for the achievement of course learning outcomes.

Large Group Activity:
Course-Level Learning Resources (Standard VII)

Scenario: We are developing a course to equip parents with strategies to assist their 3rd graders with common core math (new math).

Course-Level Objectives:
- Create a supportive environment for learning math at home.

- Explain the basic concepts your child is learning.

- Guide your child to problem-solve independently.

- Foster a positive attitude toward mathematics.

- Recognize when and how to seek additional help.
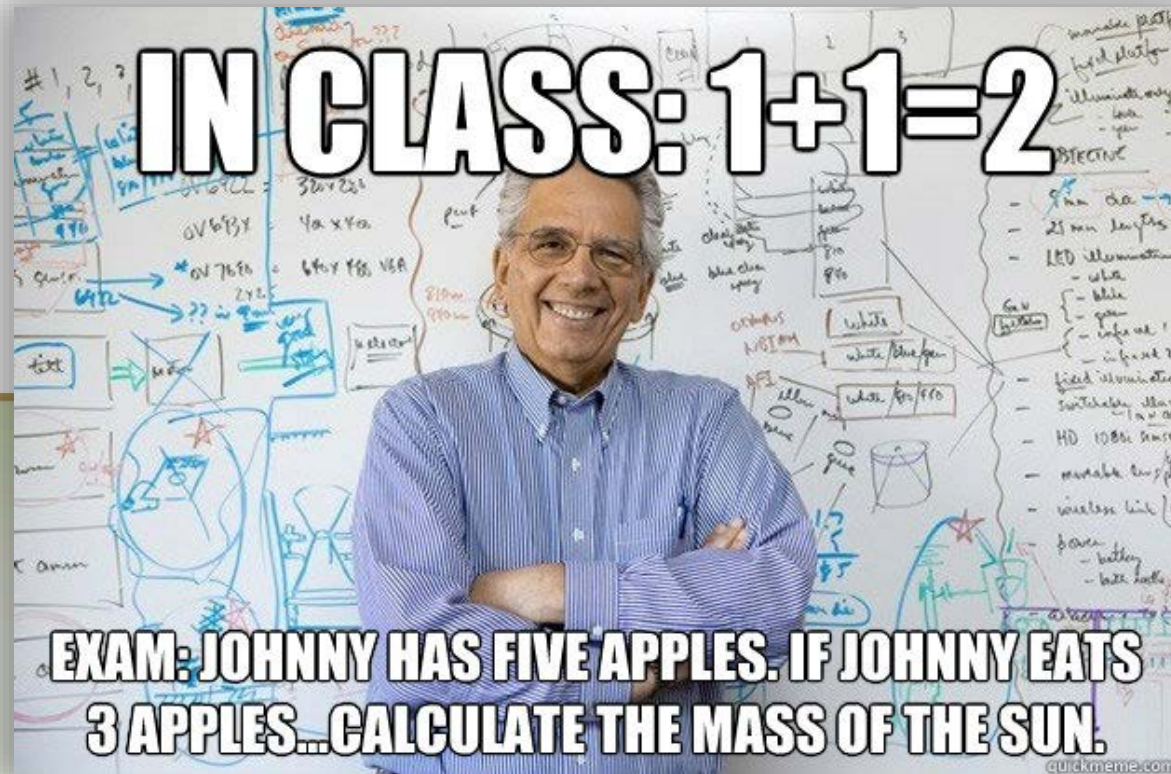
Don't be this guy....

Standard VII: Learning Materials, Resources, and Research Support

B. Course-Level Learning Resources

1. Describe the in-course learning resources designed to support the educational offerings.

2. Describe how in-course learning resources are available and appropriate to the level and scope of educational offerings and support the achievement of course learning outcomes.

3. Describe how program designers and faculty integrate appropriate teaching aids, learning resources, educational media, and supplemental instructional aids when delivering courses and teaching students.

4. Describe how faculty learning resources are available and appropriate to the level and scope of educational offerings.

Standard VII: Learning Materials, Resources, and Research Support

C. Library and Research Support

Staff or contracted librarians must support the learning, teaching, and research functions of institutions, as well as provide overall support to the institution's curriculum as applicable to the level and content of the institution's academic programs. A process is in place to select, acquire, organize, and maintain institutional learning materials and resources for each program.

Standard VII: Learning Materials, Resources, and Research Support

C. Library and Research Support

1. Describe the institution's library resources and collections available to students

2. Describe the on-staff or contracted librarian personnel available for student support and how their qualifications are appropriate to the level and scope of program offerings.

3. Describe how library resources support the institution's learning, teaching, and research functions, as applicable to the level and content of its academic programs.

4. Describe the process the institution follows when selecting, acquiring, organizing, and maintaining learning materials and resources, for each degree discipline and level.

Standard VII: Learning Materials, Resources, and Research Support

D. Evaluation, Review, and Revision

The quality, adequacy, currency, and accuracy of institutional learning resources, technologies, library resources, and in-course learning resources for each program are reviewed and evaluated at least annually. The review is conducted by institutional academic leadership and program leadership, with input from faculty and students. The process and applicable resources are revised as appropriate, based on each review.

Standard VII: Learning Materials, Resources, and Research Support

D. Evaluation, Review, and Revision

1. Describe how learning resources, technologies, library resources, and in-course learning resources are regularly reviewed and updated to ensure that they continue to meet student and faculty needs.

2. Describe how the review and update process is conducted by academic and program leadership, with input from faculty and students.

3. Describe how the review process and resources selected are revised over time, based on lessons learned during prior reviews.

Standard VIII

Academic Delivery

Standard VIII: Academic Delivery

Description

As a provider of distance education, the institution uses mission-aligned and readily accessible technology to optimize interaction between and among faculty and students and effectively support instructional and educational services. Students, faculty, and practitioners involved in instructional activities receive training and support in the technology. Existing academic technologies are periodically reviewed for sufficiency and potential areas of improvement. The institution also stays current with respect to new and emerging technologies and/or technological trends. Prospective students are informed of the institution's minimum technology requirements before admission.

Standard VIII: Academic Delivery

Description

As a provider of distance education, the institution uses mission-aligned and readily accessible technology to optimize interaction between and among faculty and students and effectively support instructional and educational services. Students, faculty, and practitioners involved in instructional activities receive training and support in the technology. Existing academic technologies are periodically reviewed for sufficiency and potential areas of improvement. The institution also stays current with respect to new and emerging technologies and/or technological trends. Prospective students are informed of the institution's minimum technology requirements before admission.

Core Components

    A. Curricula Delivery

    B. Supporting Academic Technologies

Standard VIII: Academic Delivery

EXHIBITS

EXHIBIT 16:   Technology Requirements

Standard VIII: Academic Delivery

A. Curricula Delivery

All curricula and instructional materials are developed in alignment with the institution's mission and delivery modality. Regardless of methodology, delivery supports interactions with faculty in synchronous or asynchronous learning.

1. Describe how the institution's curricula and instructional materials are developed to align with the institution's delivery modalities.

2. Describe how curricula are delivered through means that support interactions with faculty, as appropriate for the institution's synchronous or asynchronous learning modality(ies).

Standard VIII: Academic Delivery

B. Supporting Academic Technologies

The institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs. This includes not only technology that delivers course materials and content, but also broader uses of technology.

1. Describe how students are informed of the institution's minimum technology requirements prior to admission. [EXHIBIT 16: Technology Requirements]
2. Describe how the institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs.

Standard VIII: Academic Delivery

B. Supporting Academic Technologies (cont'd)

The institution uses technology appropriate to its modality and institutional context to support the delivery of its educational programs. This includes not only technology that delivers course materials and content, but also broader uses of technology.

3.   Describe how the technology in use:

- Supports communication between students and faculty.

- Monitors student progress and achievement.

- Provides access to academic resources outside of individual courses, such as online libraries and third-party programs.

- Offers readily accessible channels for students to communicate questions, complaints, and concerns to applicable faculty or staff.

- Protects the integrity and security of academic programs, testing, student work, and student communications.

- Supports the collection of data necessary for the institution to evaluate its operations and performance.

Technology Checklist

Review each item listed and determine if it applies to you.

- ❑ Students are offered a variety of different ways to reach out to Instructors and applicable staff with questions.

- ❑ The LMS provides access to outside academic resources (i.e. online libraries and third-party tools).

- ❑ Technology is in place to monitor student progress (gradebook) and learning analytics (engagement).

- ❑ The LMS supports various content types (text, video, audio, interactive elements).

- ❑ The LMS has a secure method for authenticating users.

- ❑ Technological requirements are readily available on the institution's website, within the school catalog, and on individual course syllabi.

- ❑ The LMS has the appropriate bandwidth to support simultaneous users.

- ❑ There is a timely process in place for students and Instructors to obtain technical assistance when necessary.

- ❑ There is a system in place for tracking and resolving technical issues.

- ❑ Students are informed of the institution's minimum technology requirements prior to admission.

QUESTIONS?