# Sinclair College Quick Start Planning Guide:

# Considerations for CBE Development

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| Strategy and Planning | Lead Person | Degree of Difficulty in Implementation |
| Market Research: what programs are needed by regional employers? |  |  |
| How will relationships be built and maintained with employers? |  |  |
| Who will lead the accreditation process? |  |  |
| Financial Model: what are the costs, and how are they calculated? How funded? |  |  |
| What institutional policies are impacted? (Attendance reporting, financial aid dispensation, census dates, etc.) |  |  |
| Where does the initiative originate (bubble up? Top down?), and how does the institution react to change initiatives? |  |  |
| Institutional Buy-in: who is the executive sponsor, champion, and developing/teaching faculty? |  |  |
| What type of CBE? Course-based? Direct Assessment? |  |  |
| What type of model (ex: CBE University, WGU; CBE Campus, SNHU; Central Oversight, Sinclair; Department- or Faculty-led, Broward College |  |  |
| What is the institutional faculty structure? Union/non-union? How will pay be handled? |  |  |
| What is the institution’s intellectual property policy? |  |  |
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| Curriculum and Course Development | Lead Person | Degree of Difficulty in Implementation |
| How will you manage course structure: unit-based? Topic-based? |  |  |
| What is your institution’s vocabulary? (objectives/outcomes/competencies)? |  |  |
| What is the course development model, and how will it fit into CBE? Can you deploy a master course model? |  |  |
| Is there a process for aligning competencies already? |  |  |
| What is the assessment plan? How will you manage course assessments (pre/post; summative; retakes)? |  |  |
| What constitutes mastery? |  |  |
| How will you support faculty in the CBE modality? |  |  |
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| Program Delivery | Lead Person | Degree of Difficulty in Implementation |
| How will flexible delivery be implemented into existing structures and semester-based systems? |  |  |
| Who should be “at the table” in planning an effective and sustainable delivery system? (i.e. Financial Aid, Registrar, IT, etc.) |  |  |
| Hybrid or online? |  |  |
| What is the existing PLA structure? How is it incorporated? |  |  |
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| Student Support | Lead Person | Degree of Difficulty in Implementation |
| Who is a “right fit” CBE student? |  |  |
| Who will “own” student support? Academic Advising? Academic departments? eLearning division? |  |  |
| What is the CBE student support model, and how does is differ from traditional academic advising? |  |  |
| Will you enforce screening requirements for admission? Will students self-enroll? |  |  |
| How will you orient new students to the CBE classroom? |  |  |
| Will you offer career and transfer preparation to CBE students? |  |  |
| How do you encourage students to exercise agency in the flex-paced classroom? What is the “procrastination” plan? |  |  |
| What is the strategy for progress monitoring and motivation? |  |  |
| Are there clearly defined roles for faculty versus coaches? |  |  |

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| Program Sustainability | Lead Person | Degree of Difficulty in Implementation |
| How are lessons learned captured? |  |  |
| How will program outcomes be tracked? |  |  |
| How will you build a unified, cohesive CBE program? (as opposed to a collection of courses) |  |  |
| What will the mechanism for regular and routine review of courses be? |  |  |
| How will you identify appropriate and good fit programs moving forward? |  |  |