USING QUALITY ASSURANCE STANDARDS TO SUPPORT AN ACCELERATED APPROACH FOR INSTRUCTIONAL DESIGN
IDD TEAM
Manhattan College
School of Continuing & Professional Studies

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AN INDEPENDENT CATHOLIC INSTITUTION OF HIGHER EDUCATION ESTABLISHED IN 1853

THE COLLEGE DRAWS ITS INSPIRATION FROM THE HERITAGE OF JOHN BAPTIST DE LA SALLE, THE INNOVATOR OF MODERN PEDAGOGY AND PATRON SAINT OF TEACHERS

PROGRAMS INTEGRATE A BROAD LIBERAL EDUCATION WITH CONCENTRATIONS IN THE ARTS AND SCIENCES, BUSINESS, EDUCATION, AND ENGINEERING

THE HALLMARKS OF THIS LASALLIAN HERITAGE ARE EXCELLENCE IN TEACHING, RESPECT FOR HUMAN DIGNITY, REFLECTION ON FAITH AND ITS RELATION TO REASON, AN EMPHASIS ON ETHICAL CONDUCT, AND COMMITMENT TO SOCIAL JUSTICE
**PROGRAM HIGHLIGHTS**

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<th>Accelerated</th>
<th>Hybrid &amp; Online</th>
<th>Experiential</th>
<th>Just-In-Time</th>
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<td>We use intensive schedules to escalate the completion of coursework during the semester. With some programs, students can receive their degree in less than two years.</td>
<td>We take advantage of innovative educational technologies to support convenient and flexible learning and providing the ability to study at a distance and on your own schedule.</td>
<td>We offer real-world knowledge taught by working professionals through clinical experiences, community service, capstone projects, and access to cutting-edge labs.</td>
<td>We provide lifelong learning opportunities, allowing you to gain new skills parallel to your academic studies and to expand your professional and personal portfolios.</td>
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1997
Undergraduate degree completion program

2012
SCPS launched its first ever hybrid master’s degree in Organizational Leadership

2015
SCPS offered the master’s fully online program, making the degree the College’s first 100% online program

2017
Quality Assurance standards were implemented

2018
Internal Instructional Design team was structured

2020
IDD & QA transition and assessment period
The SCPS Quality Assurance (QA) initiative is to ensure teaching effectiveness and to accelerate the development of online organization leadership programs.

The SCPS Instructional Design and Delivery (IDD) Initiative is to provide an instructional design environment that caters and responds to the unique needs of the School, including accelerated coursework, hybrid and online course offerings, and a teaching cadre of adjunct professors.

Although there is extensive overlap within School projects, the QA and IDD initiatives are considered separate entities. There is significant collaboration and support between the two areas.
Questions

- Do you support faculty in the process of course design?
- Do you collaborate with faculty through the mapping course design process?
- Do you integrate structured reviews of course content, instructional best practices, and faculty/student perceptions of course experiences?
OVERALL SUPPORT

- Support the School’s faculty throughout the academic year. The School faculty is comprised only of part-time instructors. As part-time instructors, the SCPS adjunct faculty have a specific amount of time to focus on their coursework, in addition to their current professional activities.
- The team is aware of the needs of the SCPS adjunct faculty and create a structure to provide ongoing and in-depth support that is convenient for the adjunct professor schedules.
- The team provides significant support before, during, and after course assignments to ensure that the adjunct faculty needs are addressed, and that they engage in a collaborative relationship to review and improve the learning experiences of the SCPS students.
STEP 1
Course development is determined by identifying out-of-date course content or identifying course content not currently offered in the undergraduate or graduate program coursework.

STEP 2
IDD invites faculty to lead as the subject matter expert. The faculty is provided with timeline and explanation of deliverables. Once the faculty accepts the team follows up with an initial invitation to kick off the first meeting.

STEP 3
IDD team develops the content through the LMS, presents final course development to the faculty and review gradebook setup, standard SCPS policies, and discuss online resources. The course content map and course shell is formally presented to SCPS Dean for final review and approval.
SUPPORT SYSTEM

HOW IS DESIGN SUPPORTED?

- one on one consulting
- QA follow up per term
- Workshops prior to the start of each semester
PERSONAL EXPERIENCE OF THE PROCESS
Personal Experience of the Process

ROLE OF ADJUNCT
- Starting new position during pandemic
- Increased childcare responsibilities
- Teaching courses for other institutions
- Research, writing, and projects.

EXPECTATIONS
- Easy transfer of previously taught course to new system
- New system would be easy to use and not much technical support necessary
- IDD team would be able to do most of the heavy lifting on the development

DISCOVERY
- The QA requirements challenged my previous development practices, but helped strengthening an old course
- There's no way the faculty (SME) can't be involved in the process
- There's always new technical requirements no matter how many LMS you've used

DISCOVERY
- All faculty need more support than the ID team assumes, even if resources are plenty and available.
- However, a clearly outlined process and shared requirements makes development a lot more manageable
TAKEAWAYS

- Redefine roles
- Collaboration
- Timely and consistent dialogue
- Structure and resources
Q & A

Thank you for your participation!