

SAMPLE

This is a sample of a roadmap for an institute or program to update teaching staff on their teaching skills and to follow established organizational procedures and policies. This program included workshops and presentations along with a longitudinal application portion where employees worked 1-1 with coaches to apply their skills to their teaching over a semester. Routine follow-up was built into the schedule.

This sample has been edited for brevity and to maintain privacy of individuals involved.

Course Design Institute

Welcome!

Welcome to the Course Design Institute (CDI)! The CDI has been redesigned for 2024 to accommodate multiple needs at the university. Specifically, this year, there are two tracks:

The RISE Track uses the RISE teaching and learning framework – rigor, inclusiveness, support, and engagement – and evidence-informed instructional design frameworks, including Universal Design for Learning (UDL) and backward design, to help faculty better serve the new majority. Those in the RISE track will attend four mornings (half-days) and do not need to commit to redesigning a course as part of the institute.

The Gateway Track uses these same principles to focus on gateway courses, specifically those gateway courses where students struggle the most. Faculty in this track meet for four full days and commit to redesigning their course with support from the Learning Experience (LX) Design team.

How to Use This Document

This document is long, but contains helpful information about the Course Design Institute, intended to help you succeed. With this information, you can:

- Find out when to call the course leads during their weekend office hours for help or questions.
- Find contact information for all guest speakers.
- Know when to show up for each session.
- Find a checklist for all requirements for each track within the CDI.
- Use the schedule to plan your time, especially for required pre-work and post-work.

Using Canvas

The CDI will use Canvas to host all materials for each session; you have been added as a student so that you can experience Canvas from the student perspective. Additionally, you will

be expected to use Canvas to complete assignments. Please attempt to access the Canvas course before the start of the institute. Doing so helps ensure we have plenty of time to resolve any issues or answer questions you might have so that you will have a seamless experience.

To access the Canvas course

1. Navigate to [insert URL]
2. Find the *Portals* header in the top navigation menu and hover over it with your mouse. Click on *Canvas*.
3. From the Canvas overview page, click the yellow *Access Canvas* button.
4. Find the course titled *Course Design Institute 2024* and click to enter the course.

The main page has several important links. Click through each of them to get a feel for how the course is laid out.

Activities and Schedule of Events (Rise Track AM only)

Day 1 – Thursday (Abbreviated, 8:30 AM - 4:00 PM)

Time	Day 1 Activity	Track
Pre-Work	Gateway Course Data	Gateway Track
Pre-Work	Intro to RISE Resources and Assignment	RISE Track Gateway Track
Pre-Work	Pre-Quiz	RISE Track Gateway Track
9:00 – 9:30 AM	Introduction to Rigor and Course Design	RISE Track Gateway Track
9:30 – 10:00 AM	How to Design: Backward Design	RISE Track Gateway Track
1:00 – 2:00 PM	Introduction to Gateway Courses and the New Majority <i>Erin Morris</i>	Gateway Track

Day 2 – Friday (Abbreviated, 8:30 AM - 4:00 PM)

Time	Day 2 Activity	Track
Pre-Work	Submission: Submit your course map for facilitator guide so far Submission: Student Profile A Reflection	RISE Track Gateway Track
9:30 – 10:00 AM	Introduction to Engagement and Cognitive Load Theory <i>Erin Morris</i>	RISE Track Gateway Track
1:00 – 2:30 PM	Workshop: Using Team-Based Learning (TBL) <i>Erin Morris</i>	Gateway Track

Day 3 – Monday (Abbreviated, 8:30 AM - 4:00 PM)

Time	Day 3 Activity	Track
Pre-Work	Submission: Locate and bookmark resources regarding instructional approaches and techniques	RISE Track Gateway Track
10:00 – 10:30 AM	Using the TILT Framework	RISE Track Gateway Track

Day 4 – Tuesday (Abbreviated, 8:30 AM - 4: 00 PM)

Time	Day 4 Activity	Track
Pre-Work	Submission: Locate materials on accessibility, support, LindenCircle, and the SASS office Submission: Course Map and/or Facilitator guide so far	RISE Track Gateway Track
9:30 – 10:00 AM	Graduate Attributes and Signature Assignments	RISE Track Gateway Track
10:00 – 10:30 AM	Aligning Canvas with Principles of Good Design	RISE Track Gateway Track

Completion Requirements

A stipend of \$625 for RISE track participants and a stipend of \$1250 for Gateway track participants will be processed after each participant has completed all requirements. Gateway track participants will receive an additional stipend following the successful completion of their required redesign work.

Please allow about a week for the Learning Academy to verify completion of all requirements for all participants. Following verification, participants will need to complete and return a supplemental compensation form and return to HR. Funds will be distributed on the individual's paycheck during the next pay cycle and are subject to tax.

RISE Track Completion Requirements	Gateway Track Completion Requirements
Institute requirements (Stipend \$625): <ul style="list-style-type: none"> <input type="checkbox"/> Attend all half-day sessions (morning only). <input type="checkbox"/> Complete the pre- and post-quizzes. <input type="checkbox"/> Submit all required assignments from all four days (i.e., pre- and post-work). 	Institute requirements (Stipend \$1,250): <ul style="list-style-type: none"> <input type="checkbox"/> Attend all full-day sessions (morning and afternoon). <input type="checkbox"/> Complete the pre- and post-quizzes <input type="checkbox"/> Submit all required assignments from all four days (i.e., pre- and post-work).

RISE Track Completion Requirements	Gateway Track Completion Requirements
Redesign requirements (No stipend): <input type="checkbox"/> None	Redesign requirements (Stipend dependent upon scope of redesign): <input type="checkbox"/> Redesign your gateway course with the Learning Design and Technology Team <input type="checkbox"/> Complete three check-ins with the institute leaders: before the term begins, during the term, and after the term concludes.

2024 Course Design Institute: Course Map

Outcomes/Competencies (Canvas)

The Course Design Institute will group learner activities into several outcomes and use the Outcomes feature in Canvas to track mastery. (See also: Student Results and Learning Mastery Gradebook)

Group	Outcome/Competency	Competency Tag(s)
Course Design and Instruction	Universal Design for Learning	UDL
	Backward Design	Backward Design
	Instructional Strategies	Instructional Strategies
	Educational Technology	EdTech
RISE Pillars	Rigor	Rigor
	Inclusiveness	Inclusiveness
	Support	Support
	Engagement	Engagement
Gateway Courses	Gateway Courses	Gateway Courses
Continued Learning	Resources	Resources

Outcome/Competency Scoring

Rubric

	No Evidence (0)	Beginner (1)	Proficient (2)	Fluent (3)
Participant behaviors related to outcome:	The learner did not provide any evidence to assess.	The learner is beginning to use or demonstrate understanding of the principle(s) but also shows	The learner is regularly using the principle and/or demonstrating good understanding through its use. The	The learner is regularly using the principle and shows clear and firm understanding of it. They can apply the

	No Evidence (0)	Beginner (1)	Proficient (2)	Fluent (3)
		fundamental misunderstandings regarding the definition, purpose, or application.	participant may still require some guidance in one or more areas to be successful.	principle or theory with minimal guidance or support.
Guide behaviors related to outcome	The guide was unable to provide feedback because there was no evidence supplied.	Feedback provided primarily focuses on correcting fundamental misunderstandings related to the principle or theory. Feedback may also focus on revising underlying structures associated with participant submission.	Feedback provided is minimal. Feedback may center on polishing existing materials without altering the fundamental structures created by the participant.	Feedback largely focuses on providing affirmation and validation that the learner understands and uses the principle(s) well. Feedback may also focus on providing stretch activities, but serve primarily as optional suggestions.

Calculation Method

Weighted average – 80% - Most recent result counts as 80% of mastery weight, average of all other results count as 20% of weight. If there is only one result, the single score will be returned.

Example:

- Item Scores: 1, 4, 2, 3, 5, 3, 6, 1, 4, 2, 3, 5, 3, 6
- Final Score: 5.45

Course Outcomes

After completing the Course Design Institute, learners will be able to:

Outcome	RISE Track	Gateway Track	Competency Tag(s)
CLO1 - Design a course and associated activities and materials as appropriate for the course audience, using the RISE framework and instructional design principles and theories.	X	X	UDL, Backward Design, Open Education, Rigor, Inclusiveness, Support, Engagement
CLO2 - Thoughtfully and meaningfully implement educational tools along the technology spectrum in their teaching, aligned with [Organization] policies and currently accepted best practices and evidence.	X	X	Instructional Strategies, Engagement, Inclusiveness, EdTech
CLO3 – Find and use reputable resources for continued learning.	X	X	Resources
CLO4 – Align the design of gateway courses to their unique role in the college experience for different audiences.		X	Gateway

Session Objectives (SAMPLE)

Day 1 Objectives (Abbreviated)

CLO1 – Design a course and associated activities...

- CLO1.1 - Explain the RISE teaching and learning framework. [Rigor, Inclusiveness, Support, Engagement]
- ...
- CLO1.14 - Apply the principles of the RISE framework, UDL and backward design to holistic course design, including course objectives, session objectives, activities, and assessment. [Rigor, Inclusiveness, Support, Engagement, UDL, Backward Design]

Day 1 Activities and Assessments (Abbreviated)

Day 1 Activity	Type	Objective(s)
Intro to Gateway Courses – Read an article that defines gateway courses. Review data related to your course and reflect on it.	Pre-Work Gateway	CLO4.1 - Define “gateway course.” [Gateway] CLO4.2 - Identify gateway courses at [Organization]. [Gateway] CLO4.3 - Describe the audience – makeup, goals, and motivations – for gateway courses. [Gateway]
Intro to RISE – Video and explore existing resources. Assignment – drop a screengrab of the RISE course in Canvas or a screengrab showing you saved the link as a bookmark in your browser as an assignment.	Pre-work RISE Gateway	CLO1.1 - Explain the RISE teaching and learning framework. [Rigor, Inclusiveness, Support, Engagement] CLO3.1 - Locate RISE resources available through the Organization. [Resources]
Intro to Rigor and Course Design – Live presentation (30 minutes) 1. Define rigor 2. Bloom’s taxonomy	AM RISE Gateway	CLO1.2 - Define rigor as part of the RISE teaching and learning framework. [Rigor]
How to Design: Backwards Design (30 minutes) 1. Analogy of building a house 2. Break it down step-by-step 3. Show an example (completed) and provide a couple of examples	AM RISE Gateway	CLO1.4 - Describe the process of backward design. [Backward Design]

Day 1 Activity	Type	Objective(s)
Intro to Gateway Courses and the New Majority; intro to user profile A (60 minutes) <ol style="list-style-type: none"> About Gateway Courses Who is the new majority Challenges, strengths, and opportunities 	PM Gateway	CLO4.1 - Define “gateway course.” [Gateway] CLO4.2 - Identify gateway courses at Organization. [Gateway] CLO4.3 - Describe the audience – makeup, goals, and motivations – for gateway courses. [Gateway]
Workshop (90 minutes) <ol style="list-style-type: none"> Work on course mapping exercise Introduce to user profile A – explain how materials currently align with or don’t align with their needs. 	PM Gateway	CLO1.14 - Apply the principles of the RISE framework, UDL and backward design to holistic course design, including course objectives, session objectives, activities, and assessment. [Rigor, UDL, Backward Design] CLO4.3 - Describe the audience – makeup, goals, and motivations – for gateway courses. [Gateway]
Submit a course map	Post-Work RISE Gateway	

Day 2 Objectives

CLO1 – Design a course and associated activities and materials as appropriate for the course audience, using the RISE framework and instructional design principles and theories.

- CLO1.5 - Define engagement as part of the RISE framework. [Engagement]
- CLO1.6 - Describe cognitive load theory. [Engagement]
- CLO1.7 - List instructional strategies that promote learner engagement with the content. [Engagement, Instructional Strategies]
- CLO1.8 - Describe the process for Team-Based Learning (TBL) and the responsibilities of both the instructor and the learners. [Engagement, Instructional Strategies]
- CLO1.14 - Apply the principles of the RISE framework, UDL and backward design to holistic course design, including course objectives, session objectives, activities, and assessment. [Rigor, Inclusiveness, Support, Engagement, UDL, Backward Design]

The remaining objectives continue in the same format but have been removed for brevity.

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