Design and Develop Awards support development of courses and programs offered in various modes including asynchronous and synchronous online, hybrids of on-site and online, flipped classrooms, technology-enhanced on-site classrooms and flexible, multi-modal approaches. The goal of the Design and Develop Awards is to ensure high quality, technology-enhanced, active and successful teaching and learning experiences in governance-approved courses either for initial delivery or existing course for new delivery approaches.

**Background**
These awards are funded through the Provost office and managed by Learning Experience Design (LED), a unit of Technology-enhanced Learning and Online Strategies (TLOS), a division of IT. It is the mission of LED to support and serve faculty seeking to create active and engaged learning through research-based pedagogy and technology-enhanced, interactive experiences for students in any and all classrooms regardless of size, location or delivery mode. To fulfill that mission, we provide outcome-based, project-driven professional development and instructional design guidance to facilitate and assist with the development course elements, learning objects, activities, media and assessment.

To support the success of the investment of Design and Development Awards, LED will provide guidance, assistance and managed support to faculty developing courses meeting the needs of students and programs and aligned with the priorities of the University including the focus determined for each RFP.

Funding through Design and Develop Awards must result in courses with appropriate and equivalent rigor, content and assessment as would be expected by the approval through governance. Funds awarded provide the means through which faculty can dedicate the time and effort necessary for high-quality courses that foster academic success and enrollment growth.

**Funding Amounts and Process**
Funding from Design and Develop awards is provided for both existing governance-approved courses undergoing revision and new governance-approved courses undergoing development.

**Funding award for existing courses undergoing revision is $8000 per course.**
**Funding award for new governance-approved courses to be developed is $10,000 per course.**

Funding from Design and Develop Awards is provided to the Department to allow for reassignment of one course in faculty member’s course load or other means of support to allow for dedication of sufficient time and effort by the faculty developing the course in Fall and Spring semesters. While course release is the desired and preferred means to accomplish this,
there is a realization that this may not always be possible. Proposals submitted must describe how the Departments will use the funds provided to meet this need.
For courses revised or developed in Summer I/II sessions, funding is also provided directly to the Department so as to support faculty in this endeavor but can be used to compensate faculty developers directly in semesters outside their contract year. This compensation can be provided as long as it does not exceed restrictions on the amount of additional compensation allowed. Faculty compensation must also include fringe benefits.

This funding will be provided to Departments in two increments; 50% of the funds when first set of benchmarks are met and 50% of funds when final set of benchmarks are met. This two-part disbursement provides incentive for persistence.

The first 50% of funds will be released to the department when the following benchmarks have been met:
- Revised syllabus for the appropriate delivery mode,
- Completed course outline (topical schedule),
- Assessment plan,
- Plan for introductory activities (Welcome, Getting Started, etc.),
- One completed lesson
- Participation in cohort-based activities as required by professional development structuring the course development process.

The remaining 50% will be released to the department when the following conditions have been met:
- Faculty developer maintained participation as required by professional development structuring the course development process.
- Faculty developer participated in scheduled meetings with Instructional Designer/Support Specialist,
- Faculty developer served as reviewer for at least one other cohort member in the quality assurance review process,
- Course was presented and passed the quality assurance review,
- Course was presented to Department Head for approval, preferably through participation in the culminating Faculty Showcase
- Indication of agreement to participate in future research on the effectiveness of the design elements of the completed course or courses.

In addition to funds provided to Departments to ensure faculty have sufficient time to dedicate to course development, some funds are available to cover course development project expenses. These project expenses may include:
- Media purchase,
- Subscriptions (for length of project),
- Software (licensed for length of project),
- Data access (for length of project),
- Hardware (limited by available funds and usually under $500),
- Materials (not covered by Department),
• Royalty or copyright fees,
• Other justified expenses necessary for project completion.

All expenses included for consideration for course development projects must be accompanied by justification of need in the Narrative and Project Expense Worksheet and can be supported financially only during the period dedicated to course development.

This portion of the funding will be managed through TLOS/LED for direct acquisition of approved purchases that are then transferred to the faculty developer. Ownership, renewal, maintenance, or replacement of all purchases made with funds provided through the Design and Develop awards become the responsibility of the faculty and/or Department after purchase.

**Criteria for Funding**

Criteria for investment and selection of proposals to be funded are developed in coordination with the Provost and the Office of Enrollment and Degree Management. These criteria include the identified focus areas for each RFP as well as the extent to which the proposed course development:

1. Supports the strategic goals of the university,
2. Aligns with current academic initiatives and priorities, and is coordinated with efforts across the College, discipline, or program,
3. Is understandable and manageable,
4. Enables and incentivizes enrollment growth within an approved enrollment plan,
5. Supplements rather than competes with other programs or course offerings,
6. Complies with any/all state regulations and accreditation requirements,
7. Has a strong financial outlook (competitiveness, defined market, adequate size) that can contribute back to the overall academic strength of the program, and
8. Has already been approved through the governance process.

**Categories for Funding**

The categories under which proposals can be considered include individual course development projects and Graduate program (degree or certification) development projects. All information on these categories can be found on the website at [https://tlos.vt.edu/tlosgps/design-and-develop-awards/](https://tlos.vt.edu/tlosgps/design-and-develop-awards/)

**Individual Course Development**

These projects include:

1. New or existing governance-approved courses being developed for new or existing graduate degree or certificate programs
2. Existing governance-approved courses in existing graduate degree or certificate programs currently taught in one delivery mode and being revised for another, for multi-modal delivery or for improvement that would meet the funding criteria.

Proposals for individual course development projects are submitted by faculty as subject matter experts with approval of their Department Head, Chair of School (If applicable) and Dean. Project proposal must include plan for allowing faculty as course developers to invest the required time for the development project either through hiring of personnel to offset course load, reduction of course load or other means described. In addition, the Department Head must commit to offering the course at least three times after development is completed.

Proposal agreements also include commitment by the faculty developer to:
- participate in a semester-long professional development opportunity as part of a cohort of peers or working group within a program or discipline
- work with an instructional designer or team for guidance and assistance,
- submit developed course for quality assurance review, and
- serve as peer reviewer for submissions by others during the development period.

Upon completion of the course development project, the faculty developer must commit to review and approval by Department Head prior to teaching the course for the first time. The faculty developer is also invited to present the completed course in a showcase event.

All proposals must include the original governance-approved syllabus available from the Registrar and current syllabus for the course. This may be the same syllabus and, if so, only one syllabus is required with that notation. As we are mindful of the requirements of external accreditation and internal governance, significant variances between the original syllabus and the current syllabus will be discussed with the Department Head to determine the syllabus to be used for the development project if funded.

Proposals must include an indication of these commitments in a letter of agreement as well as an indication of the current enrollment for the course (if any), the estimated number of students who would be expected to enroll in the course and any other information requested in the online proposal form and narrative worksheet. The links to the letter of agreement, online proposal form (with downloadable document containing information requested), narrative worksheet, benchmarks, etc. are provided on the website at: https://tlos.vt.edu/tlosgps/design-and-develop-awards/

To summarize, a completed proposal packet includes:
- Completed online proposal form,
- Copies of current and originally approved syllabi for the course (obtainable from Registrar by contacting Gary Kinder at gkinder@vt.edu),
- One page narrative indicating purpose for submission and anticipated expenses other than faculty time on worksheet template provided,
• Letter of Agreement signed by faculty developer, Department Head, Dean and Chair (if applicable)
• Syllabi, Narrative and Project Expense Worksheet, and scanned signed letter sent attached to email to LEDcontact@vt.edu with subject: Design and Develop Award

Full Graduate Degree or Professional Certificate Development Projects

For full Graduate degree or certificate program development projects, it is recommended that you contact Dr. Lujean Baab at 4540-231-5004 or lbaab@vt.edu for discussion prior to submission.

The proposals for consideration include:

1. New governance-approved graduate degree or certification program included in the institutional plans of the Graduate School.
2. Existing governance-approved graduate degree or certification program taught in one delivery mode and being revised for another or multi-modal delivery as indicated in the academic plans of the Graduate School.

Proposals to be considered in this category are submitted by Department Heads and Deans. Project proposal must include commitment by named faculty subject matter experts who will serve as course developers. Proposal must also include a plan for allowing faculty developers to invest the required time for the development project. Full graduate degree or certification program development projects must include a project plan for completion of development over one to three academic years.

If funded as a program, funds required for individual course development projects within the time frame of one to three academic years will be encumbered, dedicated, and deducted from funding available for other development projects during that time frame.

Proposal agreements must include commitment by faculty developers as indicated in the information for individual course proposal submissions.

Department Heads and Deans are asked to commit to the review and approval of the courses developed as components of the graduate degree or professional certificate program, the alignment of course outcomes and degree or certificate outcomes and to confirm the both the quality of the program courses and their contribution to the intended program outcomes.

All proposals must be include the original governance-approved syllabus and current syllabus for all courses to be developed. This may be the same syllabus and, if so, only one syllabus is required with that notation. As we are mindful of the requirements of external accreditation and internal governance, significant variances between the original syllabus and the current syllabus will be discussed with the Department Head to determine the syllabus to be used for the development project if funded. Original, governance-approved syllabi can be obtained from the Registrar.
Proposals must include these commitments as well as the current enrollment in courses (if any), the estimated number of students who would be expected to enroll in the individual courses and the program and other information requested in the proposal form.

**Timeline for RFP and Semesters for Development**

*NOTE: Timeline is designed to allow adequate time for preparation and development of proposals and sufficient advanced notice to Department heads to allow reassignment of courses for semester of development whenever possible.*

There will be two requests for proposals (RFP) periods for each academic year.

- The RFP in Fall semester will be for course development to take place during following Spring or Summer (I/II) semester. *NOTE: Summer I and Summer II sessions are combined for one development period.*

- The RFP in Spring semester will be for course development to take place in the following Fall semester.

**Course Development Process**

LED works with faculty developers who participate as a cohort (interdisciplinary) or a faculty working group (discipline or program-specific) in a semester-long professional development opportunity structuring the course development process. We begin with a day-long session that establishes the learning community and then continue with online weekly lessons structuring the course revision and development process.

This highly interactive professional development models best practices and utilizes peer interaction to guide the design and development of course elements. Throughout the semester of development, faculty developers work and learn with each other while meeting regularly with an assigned instructional designer. These meetings can be in person or via web conference.

In the professional development course, information and activities are assigned each week that result in developed course elements. Faculty developers are assisted with the identification of evidence and examples that meet the standards criteria of the quality assurance review process required of funded course development.

In addition, elements of each course are considered for development of reusable and shared learning objects that faculty can contribute to the learning object repository. Finally, faculty are assisted to identify areas of research on the effectiveness of the teaching strategies, course design, technology integration, assessment, etc. incorporated in their courses.

This successful approach utilizes and extends the larger faculty learning community and provides an opportunity for faculty to share ideas, see what others have done and contribute to the group knowledge.

Faculty participating in and completing the professional development receive certification and credit from Networked Learning Institute (12 hours).