

Faculty Onboarding & Online Course Development Process

Online course development requires time and attention to detail from all parties (faculty, Instructional Designers (IDs), Videographers, and Instructional Technologists (ITs)). There are a myriad of phases to the development process, and a full understanding of each will help aid the movement from start to course completion.

It is essential that all of your course materials (syllabus, PowerPoints, Canvas, etc.) are compliant with the Americans with Disabilities Act (ADA) standards while keeping in mind the Universal Design for Learning (UDL) principles. Designing your courses with a proactive rather than reactive approach will help to create an inclusive learning environment that maximizes the experience for all learners regardless of ability, disability, age, gender, or cultural and linguistic background.

Open communication is crucial to the development process. Mary Conran will be looped in if there are significant delays in response and if deliverables are late or not met.

Key Deliverables:

- **Blueprint**
 - The blueprint is a high-level overview of the entire course that aligns all content to course learning objectives. This ensures all content is intentionally selected and applied appropriately across the course. You'll work with an ID to complete the course blueprint. The finished document focuses on mapping weekly course activities, objectives, program competencies, learning outcomes, materials, assessments, and deliverables (discussions, assignments, projects, quizzes, exams, etc.). The blueprint is a working document to be adjusted each semester and may be adapted as changes come up during development and while the course runs.
- **Contact Hours**
 - In addition to ensuring courses meet their learning outcomes, Temple is also committed to the legal and institutional requirements concerning contact hours and homework. Requirements were reviewed and established by federal regulations, Pennsylvania law, accreditation board criteria, and Temple University policies.
 - Fox courses are delivered in various lengths and formats:
 - **Term lengths**
 - Weekend (2 consecutive)
 - 5 weeks
 - 7 weeks
 - 10 weeks
 - 14 weeks
 - 15 weeks

- Courses include a mix of asynchronous/synchronous formats:
 - Online
 - Face-to-face (F2F)
 - Hybrid (in-person and Zoom)
 - Courses combine these methods to maximize learning and appeal to students' desires in the ever-evolving educational environment.
- Temple University Course Credit Policy:
 - One semester credit is equivalent to one hour (50 minutes) of faculty instruction time per week for 15 weeks, which includes one week for exams; and a minimum of two hours of out of class student work each week per credit hour (Policy 2-10-19).
 - The policy does not differentiate based on schedule or synchronicity. Since the majority of our Fox courses carry 3 credits, **no matter the format, a 3-credit course should carry an average student workload of 112.5 hours by providing 37.5 contact hours and expecting 75 homework hours.**
 - For more information on the credit hours policy, follow this link: <https://bulletin.temple.edu/undergraduate/academic-policies/academic-credit/>

Lecture Hours Per Required Credit:

Credits awarded	Minimum contact time per week for 14 weeks	Minimum instructional time
1	50 contact minutes	700 contact minutes
2	100 contact minutes	1400 contact minutes
3	150 contact minutes	2100 contact minutes
4	200 contact minutes	2800 contact minutes

- In settings outside the F2F, traditional format, **active faculty involvement is the key differentiator between contact hours and homework.** When determining what aspects of the course fall under contact hours versus homework hours, consider how you engage with student activities as you would in a F2F format. It's your discretion to gauge which category content falls under (contact hours vs. homework hours). Active faculty involvement may take many forms, and examples are included in this link: [Total Workload: Contact Hours and Homework.](#)
- Syllabus
 - The syllabus contains all necessary course information, including faculty contact information, course description, program competencies, course objectives, required course materials, grade breakdown, assignment descriptions, course schedule, and University policies.
 - A syllabus template will be provided by an ID.

- PowerPoints (PPT slide decks) & Video Development
 - PowerPoint slide decks are used during the video development process to house content for your lecture videos.
 - A PPT template will be provided by an ID.
 - You'll work with an ID to complete the PPT slide decks.
 - Once PPTs are finalized, a pre-production meeting will be held with the faculty, ID, and member(s) of the video team to discuss the content.
 - Recording session(s) will be scheduled, and production/post-production will begin (recording, editing, animation).
 - Following post-production, videos will be shared with the faculty for final review and uploaded to the Video Vault, where faculty can share the links in Canvas.

- Canvas Course
 - Canvas is the university Learning Management System (LMS) used to design your course. The structure is laid out in a weekly page format that is ADA compliant and aligns with the content in your syllabus, including course assignments, quizzes, grades, etc.
 - A Canvas course template will be provided by an ID.

- Zoom
 - Zoom is a web conferencing platform required for online and hybrid course meetings. It can be leveraged for breakout rooms, polls, proctoring, whiteboards, and more. Both audio and video can and should be used by faculty and students during these sessions.
 - Our team of ITs train and support faculty and students on Zoom best practices.

Phase 1: Onboarding (Approx. 1 - 2 weeks)

Initial Contact - Meet Your ID

At the discretion of the Dean's Office, the ODL team is notified of course developments and their scheduled delivery dates. An ID will initiate contact via email and schedule a meeting. The email will include the following items that should be reviewed prior to the first meeting; please come prepared with questions.

- New Development:
 - Blueprint Template
 - Contact Hour Sheet
 - Course Dates
 - Development Timeline (outline of when items are due)
 - If you have any pre-existing course materials (PPT decks, assessments, lecture notes, etc.), please share so ID can review them before the meeting.

- Roll Over:
 - A copy of your latest syllabus
 - Course Dates
 - Development Timeline (outline of when items are due)
 - Contact Hours Sheet (if already completed)
 - If you have any pre-existing course materials (PPT decks, assessments, lecture notes, etc.), please share so ID can review them before the meeting.
 - Let an ID know if previously recorded videos or content need updating.

Note: The Academic Director and/or representative from the Dean's Office may participate in the first meeting.

Kickoff Meeting

- New Development:
 - Faculty describe their vision for the course and experience with the content, delivery, and expectations.
 - ID describes their role in developing online courses and reviews ID and faculty responsibilities.
 - Review course development process, templates (blueprint and contact hour sheet), expectations for populating templates, and deliverable timeline.
 - Schedule a follow-up meeting/check-in for the next week.
- Roll Over:
 - Faculty describe their vision for the course and any updates intended to be made.
 - ID provides suggestions for potential updates.
 - Review deliverable timeline.
 - Discuss the Contact Hour Sheet and make suggestions to meet contact hour requirements.
 - Schedule a follow-up meeting/check-in.

Post Meeting: Follow-up Email

- New Development:
 - ID will send a follow-up email with:
 - i. Deliverable Timeline (Blueprint, Contact Hours, Syllabus, PPTs, Video Recording, Canvas Build, Zoom training, etc.).
 - ii. Example deliverables including Blueprint and Contact Hours if requested.
 - iii. Additional course resources.
- Roll Over:
 - ID will send a follow-up email with:
 - i. Deliverable Timeline (Contact Hours, Syllabus, Canvas Build, etc.).
 - ii. Additional course resources.

- After the onboarding meeting, ID will set up a course folder labeled with the course name (ex: ACCT 5001); if one doesn't already exist on the ODL OneDrive. The course folder should contain subfolders labeled:
 - Semester, Year ("*Fall 2023*")
 - i. Course Blueprint
 - ii. Contact Hours
 - iii. Existing Course Resources
 - iv. PPTs
 - v. Syllabus
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Phase 2: Blueprint Design & Contact Hours (Approx. 3 weeks)

Blueprint

- You will populate the document, to the best of your ability, with content from a previous course (if applicable). If you do not have a syllabus, please add as much of the current course content as possible (class session dates, assessments, activities, learning objectives, etc.).
 - All content should be mapped appropriately to ensure it's relevant to the course objectives, learning objectives, and program competencies.
 - i. Examples of how to map your content can be found in the Blueprint template.
- Create a finalized list of video topics in the course schedule section of the blueprint. Review the Fox Video Vault to see if there are videos already in existence that can be leveraged for the course. Search LinkedIn Learning and other outlets for additional content that can be applied to your course.

Contact Hours (CH)

- While working on the first iteration of your blueprint, you will find it helpful to simultaneously populate the contact hour sheet, deciphering whether the content can be considered contact hours or homework, ensuring you are meeting the requirements.
 - Examples of what is considered contact hours vs. homework hours can be found in this link: [Total Workload: Contact Hours and Homework](#).
 - ID will review the CH sheet, calculate if the course is lacking the required number of contact hours, and provide suggestions to fill in the gaps. Examples include but are not limited to:
 - i. Discussion boards
 - ii. Videos
 - iii. Group / Faculty meetings
 - iv. Interactive modules

Next Steps:

- Send a draft of your blueprint and contact hour sheet to your ID for review.
- A meeting will be scheduled to discuss content, questions, and suggestions.
- You may need to schedule meetings and pass the documents back and forth via email as the process unfolds, to ask questions and account for any missing items or information required. Once the documents are finalized, you can continue on to the next phase in the development process.

Note: The Blueprint and Contact Hour Sheet are living documents and will continue to update as the course develops and videos are created.

Phase 3A: PPT Development (Approx. 4-12 weeks)

PowerPoint (PPT) Slide Decks

- ID will send faculty an email breaking down the PPT guidelines and expectations along with a PPT template to develop content for microlearning videos.
 - Videos should be topically based, 5-10 minutes (9 slides average).
 - PPT template: A Microsoft PPT template with the required font (Arial) and colors (black, Red 158; Green 27; Blue: 52; Hex: #9E1B34).
 - Each slide deck must have a title slide, learning objectives slide, content, repeated learning objectives slide for student reference, and a blank slide at the end to assist with editing.
 - Each learning objective should begin with a measurable Bloom's Taxonomy action verb, consisting of 1-5 objectives. Learning objectives outline what is discussed within the video. See [here](#) for Bloom Taxonomy examples.
 - Slide headers and Font Sizes:
 - i. Use unique titles for every slide to ensure ADA compliance with screen readers. If there's too much content for one slide relating to the same topic, it can be broken down into multiple slides with the same title and adding (1 of 3, 2 of 3, etc.).
 - ii. Headers should be size font 44; slide body text: 28 size font. Limit text on each slide to avoid reading off of the screen.
 - Images: Review images on [Shutterstock](#) to see what might fit with your content; vectors are ideal for animation. If there are any images that you would like to include, please place the image ID in a comment on the slide it is intended for, and ID will download and add it for you. Avoid copyrighted images; if outside content is required, make sure to provide source information for all images, including your own.

- The Fox & SHTM [Video Vault](#) is a repository of all videos ODL has developed:
 - [Lecture Video Highlight Reel](#)
 - [Animation Highlight Reel](#)
 - **Note:** Animation opportunities will be discussed in the pre-production meetings and executed in post-production. Faculty can come to the meetings prepared with ideas for any animations/motion graphics to demonstrate concepts or ideas being presented.
- **Faculty PPT Creation:**
 - Faculty will use the PPT template to develop content for videos. When designing your material, keep content to a minimum or divide it into multiple, shorter videos. For example, a concept or principle can be presented in one lecture, and an example of that principle can be presented in a follow-up video.
 - Send PPTs to ID, as they are ready, for review and edits.
 - ID will return edited PPTs and offer suggestions/ideas to faculty.
 - Once PPTs are edited, a pre-production meeting will be scheduled with the faculty, ID, and video team to review and prepare for recording.

Video Development

Video development is divided into three segments.

Pre-Production Process: Occurs at least a week prior to recording.

- Upon completion of PPT decks (all or some), faculty, ID, and video team will have a **pre-production meeting** to:
 - Ensure presentations are ADA compliant and the key concepts of the video are conveyed effectively.
 - Review, modify, and discuss the content including areas for possible animations.
 - Discuss graphic/animation opportunities.
 - Explain the video process, attire suggestions, and answer questions on what to expect during the recording session in the studio if applicable.
 - Schedule recording session(s).
 - Develop “tag” words for each video to make them searchable in The Vault.
- ID creates Video Management System (VMS) entry and adds latest PPT for studio
 - The VMS is a web-based tool to manage and track video lectures by course and faculty, schedule studio time and due dates, and collect files associated with the lectures (PPT, transcripts, spreadsheets, etc.). The tool is also used by the video team to finalize and publish videos to the Vault.
 - Remind faculty that they need to log into the Video Vault at least once in order for them to show up as an available faculty member in the VMS to create the entry.

Production

During production, lecture videos are recorded in the ODL studios.

- Video Team Production Process:
 - The video team takes about 20-30 minutes per lecture to:
 - Download PPTs from VMS
 - Record videos in the studio with faculty
 - Upload recordings to server
 - Collect PPTs from the studio in case of any updates or changes and convert to video file.

Recording Session(s):

- Recording is done at 1810 Liacouras Walk in the ODL department studios, 6th floor. Studio sessions are 3 hours long, with 6-10 lectures recorded at a time. A teleprompter is used to help guide faculty through their PPT presentation. Presentations are reviewed before recording for any errors or typos.
- **Attire For Recording:**
 - Professional attire is *highly* recommended. Remember, this is a permanent record that is outwardly shared.
 - Dress shirt (solid color preferred), Polos/Button Shirts, Jacket or Blazer (tie optional), or Temple University Wear (sweatshirt or polo). Jewelry is acceptable if not too flashy or noise-causing.
 - Avoid casual attire i.e. t-shirt, Hawaiian shirts, etc.; please ask if you have questions on what is considered acceptable.
- Presenter will be recorded from the waist up against a white background, so the outer layer of your outfit should not be white, cream, or light beige. For example, a white shirt under a blue blazer is okay, however, a beige dress or blouse is not.
- Practicing your presentation a few times before the recording session can be very beneficial. Audiences respond well to lectures that are relaxed and natural in tone.

Post-Production Process:

Post-production refers to the editing and processing of the lecture after it has been recorded. This involves editing, motion graphics, animations, color correction, and sound design to enhance the intended message.

- **Editing:** a quality version of the lecture is created by combining the best takes from the recording and removing any mistakes or errors. To establish the Fox School of Business (FSOB) and School of Sport, Tourism and Hospitality Management (STHM) branding, an introduction, graphic bug, and end titles are added to the lecture(s).
- **Motion Graphics:** helps to clearly communicate processes, hierarchies, and chronologies. Animation enhances the information being delivered; for example, data can become pie charts and graphs that move to illustrate the content in a more engaging way for students.

- **Video Team Post-Production Process** - 1 week average per video, 1-2 months per course:
 - Video(s) assigned to editor
 - Lecture(s) edited for content
 - PPTs added to video
 - Graphic enhancements in Adobe Premiere Pro
 - Generate animations in Adobe After Effects
 - Create design instructions
 - Animator assigned and animate graphics
 - Graphics reviewed and placed in video
 - Content Delivery
 - Review and updated videos by production team
 - Each video is Saved and exported to VMS, updated PPT uploaded, video to Vimeo & 3Play, finalized to Vault
 - Archival: videos backed up, PPT>PDF and uploaded to Vault

After the lecture is edited and reviewed by both the video team and faculty, it is posted to the Fox Video Vault, where it can be accessed by TU students. Remember, you will need to sign into the video vault before being able to access the videos. Each video lecture will be accompanied by a searchable transcript and a PDF version of the lecture's PowerPoint.

Optional Phase 3B: Additional Assets (Approx. 2-3 weeks)

ODL has explored different types of video content beyond the typical lecture format. In many cases, the diversity of creative options in video allows for new and engaging ways to reach and convey information to the students. This makes it easier for viewers to relate to and connect with the content compared to Lecture-based videos.

Rise 360 - Articulate

- Additional assets can be applied to courses that need more substance to reach their contact hour requirements or as a way to rethink the course content and leverage student engagement, especially courses in an asynchronous framework.
- [Articulate Rise](#) is an authoring tool that creates fully responsive and interactive multimedia course content. Rise content is delivered as an eLearning package that can be added to your course as an interactive resource page or an assignment (graded/ungraded) that can track student completion.
 - Rise can integrate text, imagery, video, web sources, interactions like flashcards and hotspots, and quiz-like knowledge checks.
 - If you would like to utilize Rise content for your course, you will have to work with an ID to develop and deploy this content in your Canvas course.

- Powerpoints can be a great source of inspiration when creating Rise material. If a PPT initially intended for video development is too long, content can be added to the Rise platform instead.
- Sections in Rise can include but are not limited to:
 - Visuals/diagrams
 - Embedded multimedia/ readings
 - Core concepts
 - Definitions (using the flashcards in Rise)
 - Knowledge Checks
 - Allow you to test students' understanding of the course content.
 - You can choose whether or not you want to lock questions and require students to complete knowledge checks before they move on to the next section of the module or leave it as optional activities.
 - Question Options in Rise: Multiple choice, multiple responses, fill in the blank, matching, and draw from question bank.
- Rise Contact hours: estimate time it would take students to go through the content.

Podcasts

- Podcasts are a popular method to connect to listeners on a deeper level and a great supplement to existing course materials, providing students with additional resources.
 - **Topic Discussion:** To focus on delivering valuable content and insights to listeners, it's best to stick to a specific topic or theme for each episode. To keep the podcast recording length within a reasonable time, each podcast is designed with the intention of consolidating 3-5 educational sources and 3-5 concise questions (and follow-ups).
 - **Production Flow:**
 - The Producer will provide a template for the faculty member to populate.
 - Once the template is complete, faculty will return the template to the producer.
 - Episodes may be broken down into multiple segments if content is too extensive.
 - Faculty will have the flexibility to invite industry experts, alumni, or other faculty on the podcast.
 - Once content and guest(s) are finalized, a date and time will be scheduled for a pre-production meeting before the recording session.
 - **Pre-Production Meeting:** In this meeting, you will have the opportunity to ask Review of the podcast any questions, review the content, and discuss what to expect during the recording session.

- **Recording Length:** General recommendations of We recommend keeping podcasts between 15-25 minutes for podcast length to ensure listener's retention. The length of the podcast recording can fluctuate based on variables like the editing process, depth of content and questions, etc.
- **Recording Session:** Unlike PPT Lecture videos, podcasts are exported to an audio format where participants are not seen. However, for promotional purposes, participants will be recorded on video, so be mindful of attire and stage setup. The video team will advise participants of any questions or concerns about the recording process.
- **Transcripts:** Every podcast will render a time-stamped transcript for ADA compliance that can be found on all podcast platforms.
- **For more information:** Please reach out to Andrew Coletti (andrew.coletti@temple.edu)

Animated Videos:

Animated videos are a great tool to explain complex theories, scenarios, and business strategies. Using storytelling techniques, these videos can help audiences better understand and retain information for a more immersive experience.

- **Pre-Production Process:**
 - **Scripting:** A well-written script is essential for the animation process to provide a clear roadmap for the members of the production team.
 - **Storyboarding and Concept Art Style:** Storyboarding gives a detailed visual that can be reviewed and adjusted before the animation process begins. This ensures that the final product meets the original goals and objectives of the video.
 - **Voiceover:** Voiceover will be recorded by the faculty or a narrator (from the ODL team) to outline the timing, pacing, and sequence changes of the video. This should be completed after the storyboarding process and before animation begins.
- **Post-Production Process:**
 - **Animating:** The animating stage will be time-consuming since every scene needs to be wholly created from images, so projects like these need to be initiated well in advance. A 3-minute animated video may consist of 25 different animations and take over 3 weeks to create.
 - **Reviewing:** Review the animated video throughout the process, as the content expert, to ensure the video is conveying the key topics correctly.

Interviews/Conversational Discussions:

Interviews and discussions offer a more casual way to present concepts. Students gain valuable insights and practical knowledge through interviews with industry experts or discussions about the newest topics and tools in the field. These videos help build relationships between faculty and industry experts, which can lead to further collaboration and networking opportunities.

- **Pre-Production Process:**
 - **Topic Discussion:** Create and share questions prior to the recording session to help keep the discussion on track while covering the important topics. Interviewee will feel more prepared and confident when they have time to review questions in advance, contributing to an engaging conversation for all participants.
 - **Recording Length:** For interviews, it's recommended to keep videos within the average range of 5-10 minutes, similar to lecture videos. However, if the video turns out to be longer, it can be split into a series of shorter videos to make it more manageable. Be mindful of how many questions are asked during an interview since it may extend or shorten the length of the recording.
 - **Recording Session:** ScheduleFactor in scheduling 1 to 2 hours in the studio to allow enough time for rehearsal, set-up, and the recording to take place.
 - **Faculty/ Guest Speakers:** ID should ensure all participants can meet on the recording date.
 - **Students:** Provide clear guidelines or a rubric so that students may understand what is expected of them during the recording process.
 - **Note:**
 - For broadcasting purposes, guest speakers and students (if applicable) must sign a Video Consent Form to give the school permission to host and share the video.
 - To access the 6th floor studios, coordinate with an ODL member.
 - **Post-production Process:**
 - **Transcript(s):** Faculty assist in reviewing the unedited footage from the studio to condense content or remove any unnecessary parts in the recording.
 - **Images/ footage:** Can be added to enhance the final product, however, it's strongly encouraged that clients provide any unique or specific imagery, footage, or branding they would like to be incorporated. This helps to ensure the final product accurately represents the client's brand and message.
 - **Editing & Review Process:** Editing time is dependent on the length of the recording session, review process, and post-production. For shorter videos, there may be a quick production time of 2-4 weeks.
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Phase 4: Preparing for the Course (Approx. 2 weeks)

Syllabus Template

- ID will provide a syllabus template that includes all required sections and university policies.
- New Development:
 - ID will transfer all blueprint content into the syllabus template.
 - Course due dates will be added to the course schedule.
 - ID will send a copy of the syllabus, development timeline, and any remaining questions to the faculty for final review and updates.
 - The document will be sent back and forth until it is finalized and ready to be added to Canvas.
- Roll Over:
 - ID will reach out and request a current version of your syllabus for the semester, including due dates and any assignment or content updates.
 - Once the ID receives the syllabus, they will review, edit, and provide suggestions.
 - ID will send back the edited syllabus along with any questions they may have.
 - The document will be sent back and forth until it is finalized and ready to be added to Canvas.

Canvas Build

- New Development:
 - ID will import a Canvas template into the faculty's Banner associated Canvas shell. This template was designed by the ODL team to keep content organized and accessible for students across courses in a program.
 - Note: CRN-associated Banner shells are important because students enrolled in the course will automatically be populated when the platform syncs with Canvas.
 - After the ID receives the final version of the syllabus, they will utilize the content to build the Canvas course shell, including, but not limited to, the following items:
 - Update course settings
 - Linking videos, websites, and course materials, etc.
 - Validating links in content
 - Syncing third-party sites (Example: MH Connect)
 - Adding due dates/times
 - Creating Assignments/ Groups/Discussion boards
 - Designing Quizzes
 - Auditing for any accessibility issues

- Roll Over:
 - ID will create the banner associated course shell and import the previous semester's course, if applicable, otherwise, they will import the appropriate Canvas course template.
 - After the ID receives the final version of the syllabus, they will utilize the content to build the faculty's course shell, including, but not limited to the following items:
 - Update course settings
 - Linking videos, websites, and course materials, etc.
 - Validating links in content
 - Syncing third-party sites (Example: MH Connect)
 - Updating due dates/times
 - Creating/ updating Assignments/ Groups
 - Designing/ updating Quizzes
 - Auditing for any accessibility issues

Zoom Training & Setup

- An ID will introduce Faculty to an IT when the Canvas course is being set up.
- The IT will email the faculty to identify:
 - Faculty experience with Zoom.
 - Faculty experience with active learning and goals for the course meetings.
 - Schedule a meeting to review Zoom.
- In the meeting, the IT will:
 - Review Zoom key features
 - Scheduling
 - Registration
 - Muting participants on entry
 - Adding a guest speaker/outside guest
 - Video filters/background
 - Audio setup/adjustments
 - Zoom Reports to track attendance
 - Zoom settings
 - Updating Zoom desktop application
 - Address Zoom interactive tools for class meetings including:
 - Screen Share
 - Polls
 - Standard polls vs. advanced polls
 - Polling setup & poll library
 - Poll result retrieval

- Breakout Rooms
 - Self-assigned
 - Pre-assigned
 - Broadcasting a message
 - Allowing outside guests to move between breakouts
 - Common technical difficulties
 - Whiteboard
 - Participation Tools
 - Raise Hand
 - Check/X features
 - Emoticons
 - Spotlight
 - Zoom Recordings
 - Linked in Canvas
 - Editing recordings
 - Available 90 days
 - Cannot share between classes/rollover
 - Tracking Zoom recording plays
 - Local recordings
 - Closed captioning
 - Exams:
 - Student self-record exams
 - Live proctoring practices in Zoom
 - After the initial meeting, IT will email faculty with guides or materials requested along with the following questions:
 - Do you want the IT to set up the course Zoom link?
 - Do you want IT to pre-assign breakout groups?
 - If so, IT will ask for a date and time that the designated groups are shared (after add/drop).
 - Do you want an IT to assign a Student Worker to support the first class?
 - Note: ODL has limited student worker availability, so it is recommended you meet with an IT multiple times to ensure comfort with Zoom and the tools you plan to use.
 - The IT will provide contact information for on-call support in case of unforeseen technical difficulties during class sessions.
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Phase 5: Course Audit (Approx. 1 week)

Course Audit

- The course audit is used to ensure quality assurance amongst your course content and Canvas shell.
 - ID will use an audit template to check each aspect of the course internally, in addition to providing faculty with a checklist to review the course from their perspective.
 - ID will provide a checklist for Faculty to run their own audit
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Phase 6: Course Review (Closing the Loop) (Approx. 1-2 weeks)

- Closing the loop is a meeting that occurs at the end of the semester to review the course, discuss student feedback, what went well, and any challenges faced. It is also a good opportunity to share what improvements can be implemented for the next iteration of the course.
- Faculty check in with ID at the end of the semester to review the course