Complete Program Development and Implementation Workbook

This workbook contains the four workbooks for each module of the [Creating and Implementing High-Quality, Sustainable Online Programs](https://ecampusontario.pressbooks.pub/creatingsustainableonlineprograms/) book.

Module 1 Workbook: The Element of Online Program Design and the Role of Collaboration

# Unit 1: Collaborating to Create the Online Student Life Cycle and Its Ecosystem

## Reflection 1

Now that you’ve seen the elements of the online student life cycle, in which elements do you feel your program currently has the potential to be very strong? Where could your program look for future opportunities to enhance how students move through the cycle in ways that benefit both students and the program? Use the checklist below to indicate your first impressions and/or as tool to facilitate discussions about the online student life cycle at program development meetings.

|  |  |
| --- | --- |
| Online Student Life Cycle Element | Select the status from the dropdowns below. |
| Marketing & Recruitment |  |
| Registration and Enrolment |  |
| Financial Aid |  |
| Academic Services |  |
| Technical Services |  |
| Health Services |  |
| Orientation to the Institution |  |
| Orientation to the Program |  |
| Social/Co-Curricular Experiences |  |
| Course learning experience |  |
| Share feedback on the program |  |
| Share feedback all elements of the lifecycle |  |
| Access to credentials |  |
| Alumni relationships |  |

## Reflection 2

The online program ecosystem is made up of many different elements. Which do you feel you are already quite familiar with, and which do you feel you feel you need to learn more about?

Use the checklist below to indicate your first impressions of how familiar you are with each element and/or as tool to facilitate discussions about the ecosystem at program development meetings.

|  |  |
| --- | --- |
| Online Program Ecosystem Element | Select the status from the dropdowns below. |
| Program Vision |  |
| Program Feasibility, Impact, and Approval |  |
| Program Outcomes |  |
| Course Design |  |
| Teaching and Learning |  |
| Program Feedback |  |
| Institutional Vision and Strategy |  |
| Policies and Procedures |  |
| Educational Technology Stack |  |
| Marketing and Recruitment |  |
| Faculty Expertise and Readiness |  |
| Instructional Design and Educational Technology Expertise |  |
| Enrolment, Tracking, Credentialing |  |
| Academic Support Services |  |
| Technical Support Services |  |
| Health and Wellness Support Services |  |
| Co-Curricular and Social Engagement |  |

## Reflection 3

Where might your program benefit from collaboration within and across units, departments, or institutions? Keeping in mind your responses to Reflections 1 and 2, identify some priority elements where you feel collaboration is or will be important for your program going forward, as well as where collaboration is already happening. At this point, don’t worry about naming potential collaborators, instead, focus on the identifying relevant areas of the online student life cycle and ecosystem where collaboration is possible.

|  |  |
| --- | --- |
| **Priority Elements for Future Collaboration** | **Elements Where Collaboration Already Happens** |
| Write your response here. | Write your response here. |

## Activity: Documenting Online Program Collaboration Partners

Use the chart below to document the equivalent units and possible collaborator roles at your own institution. You can edit it as necessary to reflect the roles, units, and organizational structures of your own institution.

Depending on where you are in the online program development and implementation process, you may find that you don’t need to document all areas at this time, but we encourage you to keep the form updated as a reminder of opportunities for collaboration and as a record of who your primary collaborators are as you develop and implement your program. If you choose to also complete the other modules in this workbook, you may find some overlap in activities that ask you to document collaborators. In this case, this chart might help you keep an overview of all collaborators on your program and their primary role. Choose a method of identifying and keeping track of collaborators that works best for your program.

Academic Integrity Office

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Centre for Teaching and Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Educational Technology Services/Technology Services

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Experiential Learning Office

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Faculty Associations or Faculty Relations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Library

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Office of Human Rights, Equity, and Accessibility/Office of Equity, Diversity Inclusion (EDI)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Office of Indigenous Initiatives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Other Academic Departments and Institutions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Institutional Planning and Budgeting

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
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Quality Assurance Office

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Student Associations and Learners

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
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Student Experience/Students Affairs/Student Success

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Other Potential Collaborators?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Select the status from the dropdown below. | Name | Role | Contact information | How will you collaborate? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Unit 2: Determining Program Development and Implementation Readiness

## Activity 1

Use the table below or a tool such as the Online Learning Consortium’s freely available “[Quality Scorecard for the Administration of Online Programs](https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administration-online-programs/),” to indicate which elements of the online program ecosystem are well developed, present but need more development, or not present. Remember, you’ll need to collaborate with those who have expertise in these areas or access to the related resources to fully assess where your program lies in relation to these elements. Use the “Notes” column to document your rational for each response, and make notes on any potential collaborations, resources, policy development, etc. needed for future planning.

|  |  |  |
| --- | --- | --- |
| Online Program Ecosystem Element | Select the status from the dropdown below. | Notes |
| Program Vision |  | Write your notes here. |
| Program Feasibility, Impact, and Approval |  |  |
| Program Outcomes |  |  |
| Course Design |  |  |
| Teaching and Learning |  |  |
| Program Feedback |  |  |
| Institutional Vision and Strategy |  |  |
| Policies and Procedures |  |  |
| Educational Technology Stack |  |  |
| Marketing and Recruitment |  |  |
| Faculty Expertise and Readiness |  |  |
| Instructional Design and Educational Technology Expertise |  |  |
| Enrolment, Tracking, Credentialing |  |  |
| Academic Support Services |  |  |
| Technical Support Services |  |  |
| Health and Wellness Support Services |  |  |
| Co-Curricular and Social Engagement |  |  |

## Activity 2

Using the prompts from the three charts below, map out the potential advantages and disadvantages for your own program across the three models. Adapt or add specific detail where necessary. In cases where you think some elements of the program may be outsourced, note that as well. You may find it helpful to review your work from the previous activity when thinking about the advantages and disadvantages of each model and where outsourcing may be desirable. (Tables adapted from [Western University, 2020](https://provost.uwo.ca/pdf/planning_reports/OTF_final_report_2020June10.pdf)).

|  |  |
| --- | --- |
| Centralized Online Program Development Model | |
| Advantages | **Disadvantages** |
| * cultivates and can reflect a common understanding of best practices in program development across the institution * avoids unnecessary duplication of resources across campus * Faculties and departments that could not afford online program start up costs have access to program development and implementation services * potential for economies of scale, reducing costs for program development, implementation, and sustainability * opportunity to create cogent, well-defined marketing, recruitment, enrollment, and credentialling strategies across the intuition * faculty and departments can benefit from full brand and institutional weight to garner sufficient attention * opportunities for sharing resources and knowledge across campus * higher levels of coordination with central university resources for students | * requires financial investment at the institutional level for various support functions * requires a level of organizational change readiness management to ensure and revisiting historical administrative practices * requires a high level of coordination of various units across campus * to garner commitment, Faculty members need to perceive this type of support from outside of their department/faculty as being helpful to academic interests * coordinating efforts across the campus can be challenging when executing strategy * program development may take longer as the resources are shared across the university and/or access to resources may be limited |
|  | |
| Advantages and Disadvantages for Your Online Program | |
| Advantages | **Disadvantages** |
| List the advantages here. | List your disadvantages here. |

|  |  |
| --- | --- |
| Decentralized Online Program Development Model | |
| Advantages | **Disadvantages** |
| * promotes sense of ownership over all aspects of the program * allows for innovation at the faculty or department level * relatively little to no cost at the institutional level for program development and launch * program development may progress more quickly because services are more readily availability to work with selected faculties or departments * eLearning tools can be tailored to the specific discipline | * unequal access to business and technology resources across campus * developing all types of expertise and resourcing is costly (e.g., marketing, recruitment, technology expertise and tools) * creates redundancies for roles, activities, and infrastructure investments across the campus * need to focus on all elements of program design may lead to high workload demand on instructors and staff * may not have the “economies of scale” to meet the academic, technical, wellness, and social needs of all students |
|  | |
| Advantages and Disadvantages for Your Online Program | |
| Advantages | **Disadvantages** |
| List the advantages here. | List your disadvantages here. |

|  |  |
| --- | --- |
| Outsourced Online Program Development Model | |
| Advantages | **Disadvantages** |
| * lower upfront costs borne by the intuition * improved shortened start up times * greater initial efficiencies * immediate access to business development expertise * In “a la carte” or specialty service models, the institution can focus on developing capacity for in-house in priority areas without holding up program implementation | * little opportunity for institutional capacity building in “full service” models * potential loss of revenue - OPMs can typically claim 50- 70% of enrolled student tuition (Mckenzie, 2018) * potential loss of ‘brand control’ * potential issues around transparency, e.g., how work is completed or what quality assurance measures are in place * faculty member’s perceptions of outsourcing can be difficult to overcome * ownership of infrastructure lies outside the control of the institution * OPM may have more success in growing enrolment in some areas than others, e.g., undergraduate vs. graduate students (Garrett, 2018; Lurie, 2018) |
|  | |
| Advantages and Disadvantages for Your Online Program | |
| Advantages | **Disadvantages** |
| List the advantages here. | List your disadvantages here. |

Module 2 Workbook: Program Vision, Feasibility, and Planning

# Unit 1: Creating and Aligning Program Vision

## Current Program Vision

If your program already has a vision, write it here. Then, use the guiding questions below and/or a process such as the SOAR retreat to collaborate with other stakeholders to ensure that your vision reflects current reasons for the program “why”?

## Reflection: What is Your Why?

Use the questions below and/or a process such as the SOAR retreat to collaborate with other stakeholders in order to document guiding information and beliefs about the purpose of your program. You can then use these answers to draft a program vision.

1. I want to create this new online program because:

1. This online program in important because:

1. What makes this online program distinctive?

1. How does the program contribute to the needs of the community, whether the university or college, or the broader local, provincial, and global community?

1. How do we define success in this program and how will we know that the program has been successful?

1. How will offering the program online build institutional capacity by allowing connections with new types students, whether in new geographical area or those who were previously underserved?

1. Does an online offering provide better access and flexibility for students?

1. Is institutional strength enhanced through offering a program in an online delivery format?

## Program Vision Statement

Write your new or revised program vision statement here.

## Reflection: Aligning Your Vision

What are your priority considerations in aligning your program vision to other strategies?

Write your responses below.



Examples:

1. The program vision must align to the new institutional eLearning or Online Learning Strategy for funding purposes.
2. The program vision must align with the new Strategic Mandate Agreement (SMA).
3. The program vision must align with several key areas of the institution’s strategic plan.

## Alignment Exercise

Complete the table below.

|  |  |
| --- | --- |
| Program Vision:  Write your program vision here. | |
| Strategies that must align | **Articulation of alignment** |
| Write your strategies here. | Write how they align with your vision here. |
|  |  |
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**Example:**

|  |  |
| --- | --- |
| Program Vision:  Develop an online program that will provide students with interdisciplinary knowledge about artificial intelligence and prepare them to work in the IT sector. | |
| Strategies that must align | **Articulation of alignment** |
| Strategic Mandate Agreement (SMA) | *Strategic Mandate Agreement*: selected IT programs are an area of institutional approved focus and this program topic is included as an IT program |
| Digital & eLearning Strategy | *Digital & eLearning Strategy:* the strategy identifies a target for increasing the number of online programs and this supports that goal |
| President’s Target for New Programs | *President’s Target for New Programs:* there is an institutional target for creation of a specific number of new programs each year and this supports that goal |
| Ministry of Colleges and Universities (MCU) Funding Approval | *Ministry of Colleges and Universities (MCU) Funding Approval:* funding requests require a vision as part of the program rationale and this vision meets that requirement |
| Institutional Strategic Plan | Key goal of the strategic plan is to increase access to historically underrepresented populations and offering this program online will provide access to those unable to attend classes in person given geography or other reasons |

## Program Description

Using the key considerations and examples, write your program description. Please note that there may be institutional templates available for your use or requirements from external regulatory or accrediting agencies.

Write your respnse here.

## Program Resources

Complete the list of required resources in the workbook for use in your New Program Proposal.

|  |  |
| --- | --- |
| Required Resources | |
| Resource | **Contact for Consultation/Information/Support** |
| Describe your resource here. | Note the contact(s) for your resource here. |
|  |  |
|  |  |
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|  |  |

**Example:**

|  |  |
| --- | --- |
| Required Resources | |
| Resource | **Contact for Consultation/Information/Support** |
| Subject matter experts to support costing of equipment and development of learning outcomes | Associate Dean, Department Administrator, or Human Resources to determine the cost for hiring |
| Full time or part time faculty to develop course curriculum | Associate Dean, Department Administrator, or Human Resources to determine the cost for hiring |
| Software or technology infrastructure expense (e.g., simulation software, servers) | IT Administrator, LMS Administrator |
| Operational expense (e.g., consumables that are used for the program each time it is offered, software) | Department Administrator, Finance Department |
| Non-faculty human resource needs (e.g., lab technicians, teaching assistants, program coordinator) | Department Administrator, Human Resources Department |
| Marketing (e.g., recruiting, promotion items, advertising) | Marketing Department or Department Communications/Marketing |
| One-time start-up expenses (e.g., launch event, travel, professional development) | Marketing Department or Department Communications/Marketing |
| Library resources (e.g., purchase of new resources such as e-books, journal articles, software) | Librarian/s |
| Additional student service supports (e.g., specialized career service support, additional resources for accessibility, counselling and advising resources) | Administrators in Student Services or the International Office depending on needs |
| Other: |  |

# Unit 2: Determining the Program’s Feasibility

## Activity

Use this form to help organize and document information related to your program’s feasibility. Note that your institution may have its own form or “brief” that you will need to submit for program approval that may or may not include all the elements listed here, although it *will* likely require an equivalent amount of effort and collaboration to complete. Contact your Quality Assurance Office (or equivalent) for more information and to ensure you provide the necessary information when submitting a new program proposal.

**New Program Proposal**

**[Add your program title here]**

**Program Developers**

|  |  |
| --- | --- |
| **Titles** | **Individuals Responsible for New Program Plan** |
| **Dean** |  |
| **Associate Dean** |  |
| **Primary Lead for this New Online Program** |  |
| Add additional titles here. |  |
|  |  |

**Program Specifications**

|  |  |
| --- | --- |
| **Categories** | **Specifications** |
| **Proposed Credential** | Choose a credential. |
| **Length of Program** | * Number of semesters: * Semester length in weeks: * Total program hours: |
| **Proposed Launch Date** | [Month and Year] |
| **Proposed Intakes** | Fall    Winter    Spring    Other: |
| **Program Delivery Methods** | Web-facilitated (face-to-face)    Blended    Online  Fast-track     Accelerated   Collaborative    Weekend     Other |
| **Micro-credential Options** |  |

**Program Description**

Write your program description here.

**Labour Market Demand**

Write your response here.

Evidence to validate employment demand was based on the following sources:

Write your response here.

For example:

* Trend data (employment trends for related employment)
* Other data sources (e.g., local, provincial, national and/or international economic development corporations, industry/professional associations)
* Feedback and/or letters of support from a related Program Advisory Committee, external advisory panel, or potential employers of co-operative education students and/or graduates

**Student Demand**

Summarize the domestic student demand, including an assessment of whether this program will draw students away from existing programs or complement existing programs.

Write your response here.

Summarize the international student demand, including an assessment of whether this program will draw students away from existing College programs or complement existing programs.

Attach survey results, focus group minutes, etc. as appendices and list relevant appendices here.

For example, evidence to validate domestic and international student demand was gathered from the following sources:

* Enrollment summaries and growth trends for similar programs
* Demographic projections for relevant sub-populations
* Recruiter feedback
* Student feedback – survey, focus group]

**Domestic Enrollment Projections**

Write your response here.

**International Enrollment Projections**

Write your response here.

**Strategic Alignment**

 Copy your Strategic Alignment from the Alignment Exercise in Unit 1.

|  |  |
| --- | --- |
| Program Vision:  Write your program vision here. | |
| Strategies that must align | **Articulation of alignment** |
| Write your strategies here. | Write how they align with your vision here. |
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**Revenues**

Revenues are based on projected enrollment. See [Student Demand](bookmark://_Student_Demand) for the enrollment projections.

|  |  |
| --- | --- |
| **Revenue** | **Details** |
| **Grant** | Grant based on [Program]: [grant amount] |
| **Tuition** | The tuition is based on [type of program, comparable program, standard or high demand tuition rate]: [tuition amount] |
| **Program-Specific Fees** | [Describe the program-specific fees and include the estimated fees.] |
| **Other Associated Revenue** | [Describe any additional revenue and include the estimated amounts.] |

**Resources**

The following resources are expected to be required for the development and delivery of the proposed program. Costs associated with these resources are reflected as either one-time or ongoing expenses below.

Write your response here.

**Expenses**

Expenses include one-time expenses that could be incurred at start-up or another time during the program delivery and other on-going capital expenses.

|  |  |
| --- | --- |
| **Expenses** | **Details** |
| **One-time Expenses** | [List expenses with estimated amounts, as applicable.] |
| **Other Start-up Expenses** | [List other start-up expenses with estimated amounts, as applicable. For degree programs, there is an application fee of $5,000 per program as well as expenses associated with an initial site visit with external reviewers. Accredited programs may also have regular application and site visit fees associated with them.] |

**Operating Expenses**

Operating expenses include on-going expenses required to deliver the program except for salary expenses.

|  |  |
| --- | --- |
| **Expenses** | **Details** |
| **Marketing and Recruitment Expenses** | Write your response here. |
| **Other Operating Expenses** | Write your response here. |

**Salary Expenses**

Salary expenses are on-going expenses that include salaries for curriculum developers, full-time and non-full-time faculty, and other administrative and support staff supporting program development and delivery.

|  |  |
| --- | --- |
| **Expenses** | **Details** |
| **Curriculum Development and Instructional Design Expenses** | Write your response here. |
| **Human Resources Expenses** | Write your response here. |

**Additional Program Information [as applicable]**

Summarize any additional information to support this program proposal not already addressed elsewhere. For example, sponsorship, pathways to other programs, or other items that might support this proposal.

Write your response here.

**Appendix A: Net Present Value (longer time horizon) or Profit and Loss (single delivery)**

See the NPV and P&L resources provided in the Pressbook.

# Unit 3: Determining the Program’s Feasibility

## Learning Outcomes

Complete the list of program learning outcomes which will later be mapped to course learning outcomes:

|  |  |  |
| --- | --- | --- |
| **Provincial Program Outcomes for Program Standard, or Program Description (if applicable)** | **Proposed Program Learning Outcomes** | **Equity-focused principles included in program learning outcomes** |
| Write your response here. | Write your response here. | Write your response here. |
| Write your response here. | Write your response here. | Write your response here. |
| Write your response here. | Write your response here. | Write your response here. |
| Write your response here. | Write your response here. | Write your response here. |

## Quality Assurance / Sustainability

List the future quality assurance processes that your program will go through

(example: PEQAB, CQAAP, IQAP, internal program review, annual survey).

Write your response here.

List the partners who must or should be involved in quality assurance feedback:

(example: students, equity coordinator, IT or learning management system staff)

Write your response here.

## Development Plan

The meeting agenda template will support the outcome of creating a development plan for the new online program.

**Program Development Process**

**Planning Meeting Agenda**

**[Proposed Program Title]**

Date: [Date]

**Time:** [Time]

**Location:** [Location]

|  |  |
| --- | --- |
| **Topic** | **Facilitator** |
| **Review Proposed Program Specifications**   * Program characteristics (e.g., credential, structure, delivery) * Experiential learning (e.g., work-integrated learning) * Graduate employment or pathway opportunities * Student demographics | Write your response here. |
| **Review Proposed and Comparable Program Curriculum Information**   * Ministry program standard or description, including program vocational learning outcomes * Program overview and highlights * Course titles and descriptions * Admission requirements | Write your response here. |
| **Identify Additional Data, Information, and/or Consultations Required** | Write your response here. |
| **Set Timelines and Plan Next Steps** | Write your response here. |

Source: Fanshawe College Program Development Handbook

Module 3 Workbook:

Course Design and Implementation

# Unit 1: Start with Collaboration

## Reflection

After watching teams speak of their approach to collaboration reflect on the following questions:

Why was collaborative work important to these teams? How did their collaborative approach benefit course design?

Write your response here.

## Reflection

Consider collaboration in context of your program course development: In what ways will it be easily accomplished? In what ways will it be challenging? How has collaboration already been a part of the process? In what ways will it be important going forward?

Write your response here.

## Checklist of Collaborators

Who’s already part of your team? Who’s not? Who should be consulted, but doesn’t need to be a core member of the team?

|  |  |
| --- | --- |
| Collaborator | Select the status of the role from the dropdown menu below. |
| Accessibility Advisor |  |
| Copyright Advisor |  |
| Educational Developer |  |
| Equity Advisor |  |
| Experiential Learning Coordinator |  |
| Indigenous Collaborators |  |
| Instructional Designer |  |
| Learning Management System Specialist |  |
| Librarian |  |
| Media Developer |  |
| Project Manager |  |
| Quality Assurance Specialist |  |
| Student Partners |  |
| Student Support Roles |  |
| Subject Matter Experts |  |
| Other? (add rows as necessary) |  |

## Reflection

* When and how will you bring people on board in the course design process? At what point in the process will different perspectives be needed?
* Given their roles and skillsets, what’s each person’s relationship to the project? What aspects of the program and its development will be most relevant to them?
* How will different roles be resourced and staffed? What will be the reporting structure?
* How will leaders foster a sense of motivation and fun in working together?
* How will leaders work to ensure that involvement from a diversity of perspectives is not tokenized, but meaningfully integrated into the fabric of the program’s development?

Write your response here.

## Unit Reflection and Actionable Tasks

* What will be your next steps? Hopefully this unit has inspired collaborative thinking.
* If you’ve already begun with a collaborative approach, consider how you will continue to foster and prioritize relationships throughout the program’s course development stages.
* If you’ve identified a few places where further collaboration could be of value, how will you seek out and connect with the people whose expertise, perspectives, and input is needed?

Write your response here.

# Unit 2: Turning Program Vision into Curriculum

## Pre-Check: Assess your Readiness for Exploring Models

|  |  |
| --- | --- |
|  | Select your response from the dropdown menu below |
| Have program outcomes been articulated? |  |
| Has a vision for the program been articulated? |  |
| Have you or other members of the planning team already identified existing courses that may become a part of your new program? |  |

## Reflection

What core components, philosophies, pedagogies, or forms of engagement would you expect to see if observing the teaching and learning happening the courses that comprise your program?

Write your response here.

## Unit Reflection and Actionable Tasks

**What resonates?** Which elements of this unit resonate with you and other leaders of the program? How do you plan to adopt or adapt the pieces that resonate into your program curriculum design work?

Write your response here.

**What’s next?** On reflection of what resonates, consider what your next steps will be with this information. How will you proceed in working with these ideas as you progress with program developments?

Write your response here.

**How can this be used to drive conversation?** One of the most critical elements of curriculum design is ongoing conversation with key stakeholders such as program leaders, identified instructors, course developers, future students, and other stakeholders as identified.

Write your response here.

# Unit 3: Program Design to Course Development

## Unit Reflection and Actionable Tasks

Why will you engage in curriculum mapping for your online program? What goals are important to you?

How will your goals influence your curriculum mapping strategies? Recall the following table. Check the boxes on the left that most closely resemble your goals.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Are you looking to...** | **Consider the Following Mapping Approaches** | **My plans:** |
|  | Build a visual overview of your program as a whole? | Take high-level and visual approaches to mapping out the program as a whole | Write your response here. |
|  | Clarify or strengthen relationships within the curriculum, such as connections between learning outcomes, student assessments, and teaching and learning activities? | Plan a curriculum map that’s designed to map the relationships you’re seeking to emphasize | Write your response here. |
|  | Engaging in mapping activities encourages communication amongst faculty members within a program? | Prioritize collaborative approaches to mapping. Giving enough time and scheduled opportunities for conversation are essential here. | Write your response here. |
|  | Engage in mapping to provide opportunities for reflection? | Similarly, build time for conversation and reflection into the workflow | Write your response here. |
|  | Support curriculum designers and instructors to articulate tacit understandings about a program? | Plan a curriculum mapping approach that requires input from your team, and guides their input around those tacit understandings you’re seeking to clarify (e.g. where will students purposefully develop writing skills?) | Write your response here. |

# Unit 4: Curriculum Mapping

## Reflection

Before you bring exploring the content in this unit, record your initial thoughts in response to these questions:

What are you already working with in terms of identifying course in the program? For example, are there pre-existing courses or have your previously identified ideas for new courses?

Write your response here.

How do you imagine students will progress through the program?

Write your response here.

What will they need to learn or do, and when?

Write your response here.

## Activity: Reviewing Existing Courses for Inclusion into a New Program

Consider these questions:

* Does the course get incorporated into the new program by substituting it in as is with no functional change?
* Are functional improvements required as the course is adjusted to the new program curriculum?
* Does the course require significant redesign for aligning it to the program and its situational factors?
* Are there ways of redefining the course itself, such that previously inconceivable ways of teaching and assessing student learning within that course are explored as it is incorporated into the program?

Write your response here.

## Activity: Devise Your Draft Map

Try creating a draft curriculum map for yourself based on all the information you’ve gathered and considered through this section. Remember, the goal is to capture broad, initial ideas for program structure rather than finer details of course specifics. Based on your interpretation of this as informed by your own contextual factors, the level of specificity of your draft map will vary. You may be able to use this draft as a starting point for future conversations with your curriculum development team.

Write your response here.

## Unit Reflection & Actionable Tasks

Questions to consider next include:

* Whose perspectives will be important in taking a collaborative approach to curriculum mapping?
* What approaches will work best for continuing on with curriculum mapping activities for program planning?
* When will you take action on curriculum mapping tasks?
* What obstacles do you anticipate in taking this approach? What might be some solutions or strategies for addressing these concerns?

Write your response here.

# Unit 5: Essential Considerations for Online Course Design

## Quality Reflection

* What characteristics will shape your program’s definitions of high-quality online education?
* How will you measure and guarantee the quality of your online courses?
* Which frameworks or tools will your group engage?

Write your response here.

## Teaching and Learning-Driven Technologies Reflection

What tools and technologies have already been identified for the program and course development?

Write your response here.

What recommendations do your team members have to make about the eLearning tools and technologies the program and its courses should use?

Write your response here.

How might students be encouraged to participate in active learning through the use of technology and eLearning tools?

Write your response here.

Do assessment technologies or digital assignments support authentic assessment of knowledge and skills?

Write your response here.

How do your measures of Quality aid you in accounting for technologies that are driven by teaching and learning needs rather than the other way around?

Write your response here.

## Learner Persistence Reflection

How will your courses support students to persist with their learning?

Write your response here.

How will you leverage the facilitators and reduce the barriers to persistence?

Write your response here.

## Accessible and Universal Design Reflection

What actions are required for ensuring courses are accessible to all learners?

Write your response here.

How will concepts of accessibility and universal design be represented in your program and its courses?

Write your response here.

What will be the tone of course accommodations policies?

Write your response here.

How can courses engage multiple means of engagement, multiple means of representation, and multiple means of action & expression?

Write your response here.

## Academic Integrity Reflection

What are the academic integrity practices at your own Institution?

Write your response here.

Do you have policies or guidelines for academic integrity specifically for online courses?

Write your response here.

What practices will set students up for success in understanding and engaging with academic integrity?

Write your response here.

## Decolonization and Indigenization Reflection

What are your next steps in considering decolonization and Indigenization in your program and course design?

Write your response here.

Who can you collaborate with?

Write your response here.

What does reciprocal and meaningful collaboration look like to you?

Write your response here.

How will you facilitate comfort amongst the team (e.g. instructors, subject matter experts) regarding such inclusion?

Write your response here.

## Equity, Diversity, and Inclusion Reflection

How will you work toward ensuring fair and equitable treatment, access, and opportunity for all learners?

Write your response here.

How will learning in your course and in the program reflect various identities and differences?

Write your response here.

What will you specifically do to create online learning environments that foster students’ sense of inclusion, where they are respected and valued?

Write your response here.

## Unit Reflection and Actionable Tasks

This unit opened with a nod to the knowledge and expertise related to these considerations that frequently come from within your own team. Your team and those you consult with throughout course design each bring their own wealth of knowledge related to the essential considerations presented here. Their work serves to navigate, incorporate, and focus on these pieces throughout the course design process.

What actions will you take next to prioritize these relationships in centering the considerations presented in this unit within program and course design?

Write your response here.

Module 4 Workbook:

Building Sustainable Online Programs

# Unit 1: Sustainability and Online Programs

## Reflection 1

To promote sustainability, we need to think about the big picture or vision as to why we are developing the online program. The following 6 prompting questions will aid you in your reflection, which encompasses various areas to consider when planning your programs.

|  |  |
| --- | --- |
| Question | **Reflection** |
| 1. What needs are the proposed program addressing? | Write your response here. |
| 1. What is the plan beyond implementation? | Write your response here. |
| 1. Who are the champions or key stakeholders? | Write your response here. |
| 1. How does the program “fit” with other programs at the institution? | Write your response here. |
| 1. What quality implement measures are already, or should be, adopted? | Write your response here. |
| 1. What are the resources required? | Write your response here. |

## Activity 1

Using the ecosystem framework, complete the table below reflect on program sustainability with the lens towards the future. Remember, you can leave any element blank that you are unsure of at the moment—this may signal a need for further investigation and collaboration.

|  |  |  |
| --- | --- | --- |
| **Element** | **What actions might you need to take in the long term (5 years or longer) related to program sustainability?** | **Existing Collaborators or Resources** |
| Program Vision | Write your response here. | Write your response here. |
| Program Feasibility, Impact, and Approval | Write your response here. | Write your response here. |
| Program Outcomes | Write your response here. | Write your response here. |
| Course Design | Write your response here. | Write your response here. |
| Teaching and Learning | Write your response here. | Write your response here. |
| Program Feedback | Write your response here. | Write your response here. |
| Institutional Vision and Strategy | Write your response here. | Write your response here. |
| Policies and Procedures | Write your response here. | Write your response here. |
| Educational Technology Stack | Write your response here. | Write your response here. |
| Marketing and Recruitment | Write your response here. | Write your response here. |
| Faculty Expertise and Readiness | Write your response here. | Write your response here. |
| Instructional Design and Educational Technology Expertise | Write your response here. | Write your response here. |
| Enrolment, Tracking, Credentialling | Write your response here. | Write your response here. |
| Academic Support Services | Write your response here. | Write your response here. |
| Technical Support Services | Write your response here. | Write your response here. |
| Health and Wellness Student Services | Write your response here. | Write your response here. |
| Co-Curricular and Social Engagement | Write your response here. | Write your response here. |

# Unit 2: Preparing for Sustainability Planning

## Reflection 1

Revisit the activity above from Unit 1 in this module, where you documented what actions you might need to take in the long term related to program sustainability for each of the online ecosystem elements) and consider the following:

* How do/will these elements interact and impact each other?
* How do/will you assess the effectiveness of your programs and identify areas for improvement related to this element? In other words, who do you reach out to and what data do you collect? For example, internal (faculty, staff, admin, HR, facilities etc.) external (industry - grads), users (students).

Remember, you can leave any element blank that you are unsure of at the moment—this may signal a need for further investigation and collaboration.

|  |  |  |
| --- | --- | --- |
| **Element** | **Which element does it interact with and how what is the impact?** | **How and from whom might you collect data about impact and improvement?** |
| Program Vision | Write your response here. | Write your response here. |
| Program Feasibility, Impact, and Approval | Write your response here. | Write your response here. |
| Program Outcomes | Write your response here. | Write your response here. |
| Course Design | Write your response here. | Write your response here. |
| Teaching and Learning | Write your response here. | Write your response here. |
| Program Feedback | Write your response here. | Write your response here. |
| Institutional Vision and Strategy | Write your response here. | Write your response here. |
| Policies and Procedures | Write your response here. | Write your response here. |
| Educational Technology Stack | Write your response here. | Write your response here. |
| Marketing and Recruitment | Write your response here. | Write your response here. |
| Faculty Expertise and Readiness | Write your response here. | Write your response here. |
| Instructional Design and Educational Technology Expertise | Write your response here. | Write your response here. |
| Enrolment, Tracking, Credentialling | Write your response here. | Write your response here. |
| Academic Support Services | Write your response here. | Write your response here. |
| Technical Support Services | Write your response here. | Write your response here. |
| Health and Wellness Student Services | Write your response here. | Write your response here. |
| Co-Curricular and Social Engagement | Write your response here. | Write your response here. |

## Reflection 2

Use the checklists below to record what you have already done to promote institutional readiness to create and adopt a sustainability plan. For the items that remain unchecked, reflect on when, how, and with whom you will collaborate to complete those tasks.

|  |  |
| --- | --- |
| **Key Area** | **Check the Tasks You Have Completed to Promote Institutional Readiness and Adoption of a Program Sustainability Plan** |
| Preparation and Commitment | Commit to creating and using a sustainability plan once developed  Ensure the sustainability plan aligns to shared vision of the purpose/intent of the online program  Build consensus among stakeholders on what sustainability means in the context of your program  Review existing policies, procedures, quality assurance processes, and collective agreement documentation as it relates to online programs and consider how your sustainability plan might align with, complement, or enhance them |
| Leadership | Identify formal and informal sustainability and sustainability planning champions  Promote opportunities for professional development related to online sustainability to ensure all leaders have a similar knowledge base |
| Collaboration | Create a team of key stakeholders to develop the sustainability plan, including faculty, staff, students, and administrators  Identify internal key stakeholders who are impacted by or impact the online program, including librarians, information technologists, and student affairs  Engage external partners who have influence or can advise regarding the online program  Create opportunities for collaborators to work together synergistically to promote sustainability |
| Communication | Develop a communication strategy, considering all key stakeholder groups  Revisit and reflect on your communication strategy regularly. Update it as needed |
| Financial | Work with finance individuals at the department/unit and institutional level  Review the current fiscal situation of the institution and how this program is situated  Determine total or actual costs of running the program, with a lens to when the program is financially viable/sustainable  Engage external partners who might partially or fully fund the program costs |
| Evaluation | Develop an evaluation plan, taking into account all aspects of the online program system (make sure to include its sustainability)  Identify sustainability metrics and assessments that complement your institutional context. Include evaluations in ongoing online program visioning and development |

# Unit 3: Creating a Sustainability Plan

## Reflection 1

Complete the following table to create a shared vision of sustainability across your program.

|  |  |
| --- | --- |
|  | **Response** |
| Sustainable programs in our institution/department share the following qualities: | Write your response here. |
| Essential components of online programs at my institution include . . . | Write your response here. |
| Essential components of our program that need to be sustainable are . . . | Write your response here. |

## Activity 1: Using a Sustainable Assessment Tool (PSAT or CSAT)

Select one of the two sustainability frameworks outlined above that would be most appropriate for your own context. Complete the sustainability assessment tool for the associated framework:

* PSAT: <https://sustaintool.org/wp-content/uploads/2016/12/Sustainability-ToolV2_w-scoring_12.11.13.pdf>
* CSAT: <https://sustaintool.org/wp-content/uploads/2020/01/CSAT-tool-and-scoring_1.14.20.pdf>

## Activity 2: Create a Sustainability Plan

Use the Washington University’s Action Planning Template to create your program sustainability plan. template created by our colleagues at Washington University, St Louis MO (CC BY-NC-SA license), use this template to create your sustainability plan.

We’ve included the Action Planning Template below for your for your convenience, but you can also access it and example plans at <https://www.sustaintool.org/psat/plan-for-sustainability/#develop-an-action-plan>. The template has a [Creative Commons BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/3.0/) license, so you can share and modify it as needed for non-commercial purposes.

If you find that the Clinical Sustainability approach more relevant to your program you can access those planning tools here: <https://www.sustaintool.org/csat/develop-your-plan/#develop-an-action-plan>.

If you are using the template below (which aligns with the Program Sustainability framework), fill out the outline section first and then the following 8 tables to develop your sustainability plan. These 8 tables cover important topics for you and your team to consider, including environmental support, funding stability, partnerships, organizational capacity, program evaluation, program adaptation, communications, and strategic planning. Use the other Activities you have completed in this Module (Units 1 and 2) to help you work through ideas about data, collaborators, and timelines.

**[Name of Program] Sustainability Plan**

**Program Vision Statement:** [Describe the final long-term goal or vision of your program or initiative.]

**Background:** [Briefly summarize the history and current state of the program you wish to sustain.]

**Current Funding Sources**: [List the current funding sources for this program along with their expiration dates.]

**Sustainability Results:** [Summarize your program’s strengths and areas for improvement identified in your results from the Program Sustainability Assessment Tool.]

**Program Elements to be Sustained:** [List the program elements that your team has decided to sustain. Refer to your evaluation data to see which program elements are most effective and essential.]

**Partners**: [List partners involved in the sustainability assessment and/or creation and implementation of the sustainability plan.]

**Time Frame:** [Enter the period of time over which the sustainability activities listed below will be implemented.]

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Environmental Support:** Having a supportive internal and external climate for your program | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Funding Stability:** Establishing a consistent financial base for your program | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Partnerships:** Cultivating connections between your program and its stakeholders | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Organizational Capacity:** Having the internal support and resources needed to effectively manage your program and its activities | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Program Evaluation:** Assessing your program to inform planning and document results | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Program Adaptation:** Taking actions that adapt your program to ensure its ongoing effectiveness | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Communications:** Strategic communication with stakeholders and the public about your program | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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| **Strategic Planning:** Using processes that guide your program’s direction, goals, and strategies | | | | | | | |
| **Sustainability Objective**: [Write an objective that will enable you to increase sustainability capacity in this domain in a way that is important for your program. The objective should be Specific, Measurable, Attainable, Realistic, and Time Bound (SMART). You may need more than one objective per domain.] | | | | | | | |
| **Steps to achieve objectives:**  [Be very specific and include important sub-steps. Anyone should be able to pick up this document and understand what needs to happen in order to reach your objective.] | **Who will do the work?**  [For every task, there needs to be a responsible party/parties. Who will ultimately ensure the work gets finished?] | **What does success look like?**  [What metrics will you use to track progress on the completion of each step? How will you know it’s time to move on to the next step?] | **What non- financial resources are needed for this step? Where will they come from?** | **Due date**   [In the appropriate quarter, enter a specific date by which the activity must be completed.] | | | |
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## Reflection 3

After completing the 8 tables in the above activity, review the elements you listed in your outline, particularly your program vision statement, to ensure that your sustainability plan is in alignment with what you want to accomplish. If these tables are not in alignment with your program vision, make the required adjustments and alterations.

## Unit Reflection

In this unit, you have:

* Revisited the online program vision with a sustainability lens
* Created or reviewed a sustainability plan for you institution

Now that you have completed your sustainability plan, it is essential that you put it into action. A plan isn’t useful until it is put in motion. Reflect on any obstacles you can foresee to putting this plan into action. What steps can you take to proactively overcome these obstacles?

Write your response here.