1. **Title of presentation:** Managing Course Consistency Across Multi-Campus, Multi-Modal Systems

2. **Presenter Information:**

Stephen Pyle, Associate Professor at Johnson & Wales University-Denver College of Hospitality Management, Stephen.Pyle@jwu.edu. A 20-year Chair veteran, Pyle has managed all aspects of curriculum delivery and directed programs in Food & Beverage Management, Hotel Management, Sports/Entertainment/Event Management and Business Administration including MBA programs. Professor Pyle is a long-time ACC participant who has recently returned to a full-time teaching position. He has presented on the Chair's role in experiential education, development of a Chair competency model, and the blending of traditional & on-line faculty assessment to enhance classroom delivery. He currently serves in a special projects capacity for the Campus President.

David Line, Assistant Professor in Eastern Washington University's Masters of Public Health, College of Health Sciences and Public Health, Eastern Washington University, dline@ewu.edu. Dr. Line is a Quality Matters course reviewer, has been involved in several program accreditation efforts as a subject matter expert, and helped develop online and on-campus programs. Previously he has done grant funded research on and written about the academic chair and competencies, evaluation, critical thought and creativity as well as the role of the academic chair in Title IX compliance. Dave teaches public health courses at the graduate level. Dr. Line has a Ph.D. in Health, Physical Education and Recreation from the University of New Mexico, a Masters of Public Health from the University of New England, and a Masters of Social Work from State University of New York-Albany.

3. **Additional presenter information:** None

4. **Presentation theme:** Operating the Department or Leadership and Management

5. **Presentation Type:** Best Practice

6. **Abstract:** (25-50 words)

Course standardization within multi-campus systems and between online and on-campus courses is critical for educational consistency, continual improvement, management of curricula and accreditation. This best practice presentation will review two calibration efforts undertaken by the authors at their respective Universities. Methodologies incorporated, systems developed and issues encountered will be discussed.

7. **Keywords:** course calibration, delivery standardization, modality, educational consistency

8. **Creative Commons License**: Attribution

9. **Presentation Documents (300-500 words):**

As an educational system becomes more complex and delivery methods more diverse, the need to ensure consistent curriculum across multiple campuses and modalities increases exponentially. To address consistency issues, institutional accrediting bodies build standards around educational quality, requiring institutions to verify that "planned" curriculum meets "delivered" curriculum. Additionally, federal guidelines addressing course/program credit definition and review of the credit hour also require institutions to review planned course workload in hours and their alignment to intended outcomes. The purpose of this presentation is to assist academic chairs, who are on the front line of academic programmatic delivery consistency, in supporting their institution's efforts in meeting these requirements.

This presentation will utilize the experience of participants in the room to examine best practices in the standardization/calibration arena. "Standardization" is the process of making something conform to a pattern. Traditionally, multi-campus, multi-modal systems go to great lengths to standardize the "framework" of course delivery to ensure a consistent outcome. The establishment of required contact hours, use of approved technology, syllabus design, common assessment techniques and mandated textbooks are all examples.

While standardization is an important foundation for a successful multi-campus, multi-model system, dictating a strict "one size fits all" to every aspect of course delivery is unrealistic for complex institutions. For many academic chairs, enforcing these standards is a critical and, at times, frustrating component of their jobs. Invariably, issues of academic freedom, delivery methods, course content interpretation, campus cultural nuances, resource availability, curriculum updates, and student learning differences will cause shifts decreasing course delivery consistency. These shifts, often minor at first, can amount to significant migration quickly when multiple modalities and/or multiple campus locations are involved.

To help manage these shifts at their respective institutions in preparation for an accreditation visit, the authors participated in two system-wide course "calibration" efforts. This calibration initiative, designed to systematically check, discuss and verify the accuracy of course delivery by faculty, proved effective in developing consistency while addressing necessary accreditation standards across their multi-modal, multi-campus university systems. This interactive, best practice session will present findings and lessons learned from the application of course calibration and standardization exercises utilized at the authors' institutions.

The authors will share their experiences with calibration and standardization methods, detailing how participants can undertake this process efficiently and effectively. In addition, participants will be asked to share their experiences on using resources such as contact-hour-calculation methods, grading calibration exercises, and learning management system options to match "planned" with "delivered" courses and programs. Issues regarding academic freedom, faculty accountability and implementation of gathered data for proper curriculum alignment will be highlighted. Examples of resources to support calibration efforts including forms, time-lines, and multi-campus coordination systems will be shared. In sum, facilitator and participant

discussions will focus on the pivotal role of the academic chair and issues faced in the calibration and standardization process.

Learning Objective(s) of the presentation: Participants will:
a) understand how utilization of standards and calibration work together to strengthen programs and courses,

b) appreciate the role of the Department Chair in the continual improvement process of calibration, and

c) become aware of the resources, pitfalls and opportunities experienced by others in the standardization and calibration process.