School of Business
Course Facilitator and Course Builder
Demonstration Procedures
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Course Facilitator/Course Builder Demonstration Procedures

Currently, Virginia International University (VIU) faculty may offer one of the four following employment contracts: (A) On-ground Course Instructor, (B) Online Course Facilitator, (C) Online Course Builder, and (D) Course Reviser. Faculty may also be offered any combination of the four contracts (A-D).

VIU also requires that all new faculty as well as current faculty, who are hired to function in a role which they have not previously served, shall provide an initial demonstration of their course facilitation skills and/or course building skills prior to being offered a course facilitation or course builder employment contract. Even in cases where the faculty member is a current VIU faculty member teaching in the on-ground or online program, should they seek to employment in the alternate program or they seek to serve as a course builder, they shall be required to provide an initial demonstration of their course facilitation skills and/or course builder skills.

**OPTION A: On-ground Course Instructor Procedures**

1. Upon completion of a successful interview with the Associate Dean/Dean of the School of Business, applicants will be provided the opportunity to demonstrate their ability to facilitate course instruction in an on-ground learning environment. Applicants will be invited to campus at a designated time and asked to provide a 20 minute “mock” course.
2. Applicants will be required to base their facilitation demonstration on a specific topic, which should correlate to one of the courses they are being interviewed to teach.
3. Applicants shall be responsible for two major areas of course facilitation: (a) A course introduction and (B) A sample lesson (see appendix A regarding specific components for each area).
4. Applicant’s course facilitation demonstrations will be attended by the Dean, Associate Dean, Departmental Faculty Member, Student and/or a combination of these persons as available at the time of the demonstration.
5. Applicant’s course facilitation demonstrations will be evaluated using the attached rubric (See Appendix B: Course Facilitation Demonstration – Assessment Rubric).

**OPTION B: Online Course Facilitator Procedures**

1. Upon completion of a successful interview with the Associate Dean/Dean of the School of Business, applicants will be provided the opportunity to demonstrate their ability to facilitate course instruction in an online learning environment.
2. All online course facilitation demonstrations must be completed within seven days upon receipt of official instructions.
3. Applicants will be provided access to Moodle, the VIU learning management system, by the Associate Dean/Dean for the School of Business.
4. The applicant’s access to Moodle shall be sent to the applicant via email using the personal email address provided.
5. The applicant will receive a Moodle username and password as well as access to the “School of Business’ Model Course” shell as an example for the purpose of completing their course facilitation demonstration.
6. Applicants will be required to base their facilitation demonstration on a specific topic, which should correlate to one of the courses they are being interviewed to teach. The specific topic will be provided by the Associate Dean/Dean for the School of Business.
7. Applicants shall be responsible for two major areas of course facilitation:
   a. A “Course Introduction” and
   b. A “Sample Lesson” consisting of one week of instruction (see appendix A regarding specific components for each area).
8. Applicant’s online course facilitation demonstrations will be assessed by the Dean, Associate Dean, Administrative staff and/or a combination of these persons as available at the time of the demonstration.

9. Applicant’s course facilitation demonstrations will be evaluated using the attached rubric (See Appendix B: Course Facilitation Demonstration – Assessment Rubric).

**OPTION C: Online Course Builder Procedures**

1. Upon completion of a successful interview, applicants will be provided the opportunity to demonstrate their ability to facilitate course instruction in an online learning environment.

2. All online course building demonstrations must be completed within seven days upon receipt of official instructions.

3. Applicants will be provided access to Moodle, the VIU learning management system, by the Associate Dean/Dean for the School of Business.

4. The applicant’s access to Moodle shall be sent to the applicant via email using the personal email address provided.

5. The applicant will receive a Moodle username and password as well as access to the “School of Business Model Course” shell as an example for the purpose of completing their course facilitation demonstration.

6. Applicants will be required to base their facilitation demonstration on a specific topic, which should correlate to one of the courses they are being interviewed to build. The specific topic will be provided by the Associate Dean/Dean for the School of Business.

7. Applicants shall be responsible for two major areas of course building:
   a. A “Course Introduction” and
   b. A “Sample Lesson” consisting of one week of instruction (see appendix A regarding specific components for each area).

8. Applicant’s online course building demonstrations will be assessed by the Dean, Associate Dean, Departmental Faculty Member, Student and or a combination of these persons as available at the time of the demonstration.

9. Applicant’s Course Building demonstration will be evaluated using the attached rubric (See Appendix E: Course Building Demonstration – Assessment Rubric).

**OPTION D: Course Reviser Procedures (Currently Under Development)**
MOODLE LOGIN INSTRUCTIONS

Step 1: Using the Moodle username and password you have been provided, please go to [http://www.viu.edu](http://www.viu.edu)

Step 2: In the top right corner of the page, hover over “Campus Tools” and then select “Moodle”. Note: You may also go directly to [http://moodle.viu.edu](http://moodle.viu.edu).

Step 3: Once you are on the Moodle home page, in the top right corner of the screen select (Login).

Step 4: Enter the username and password provided by the School of Business Associate Dean/Dean’s office.

Step 5: On the right side of the screen, you should see the heading “My Courses”. Under the “My Courses” heading, you will also find the link to your demonstration course shell labeled “Demo SB 101 (101-105)”. You should select the Demo SB shell number you have been assigned by the Associate Dean/Dean.

You will also find the School of Business “SB Model Moodle Course” link as well. Please allow this shell to serve as a model and example (not exact) as you develop your demonstration.

Additional Important Information and Resources:
1. VIU Main web page: [http://www.viu.edu](http://www.viu.edu) (Select Campus Tools, Moodle to login)
2. VIU Moodle web link: [http://moodle.viu.edu](http://moodle.viu.edu)
3. VIU School of “SB Model Online Course”: (After logging into Moodle with your provided access information, you should find the School of Business Online Model Course in the “My Courses”. Please allow Model Moodle Course to serve as an example not an exact.
4. You will also find “Moodle Docs for this page” in the bottom right corner of each page Moodle page. This link provides assistance and support for the specific page you are building.
5. Moodle International Website: [https://moodle.org](https://moodle.org) (Forum access not supported by VIU)
7. Additional Moodle Tutorials: [http://moodletutorialsforteachers.wikispaces.com](http://moodletutorialsforteachers.wikispaces.com) (Forum access not supported by VIU)
8. VIU IT Department – (Contact Mr. Nitesh Pradhan regarding Moodle access issues only)
9. VIU School of Business Dean’s Office: (703) 591-1844 ext. 358 or via email @ mross@viu.edu (Contact Dr. Ross regarding demonstration procedures or questions)
10. Please keep in mind, this entire process is designed to determine your individual skill-set and ability to navigate and provide instruction via Moodle. Applicants are strongly encouraged to work independently.
Area A: Course Introduction *(5-7 minutes maximum)*
A. Brief introduction of yourself and welcome to the course highlighting course goals *(can be done verbally)*
B. Sample mini syllabus *(2-3 pages maximum)*
C. Specific course objectives *(minimum 5 maximum 10)*
D. Selection of appropriate text *(1-2 required texts)*
E. Selection of appropriate supplementary reading materials *(2-3 supplementary course readings)*
F. Summary of educational expectations of students *(Course goal statement – brief paragraph)*
G. Summary of course guidelines and operating procedures *(To be determined by applicant)*

Area B: Sample Lesson

All sample lessons should, in as much as possible, reflect the following:
A. Directly correspond to the area of instruction, course material, or academic area defined for the purpose of the applicant’s course facilitation demonstration.
B. Consist of original planning efforts on the behalf of the applicant.
C. A clear, strong, and definitive knowledge of the content being presented.
D. Best practices in education adult learners and the comprehensive body of literature regarding effective pedagogical practices.
E. A clear understanding and appreciation for teaching diverse learners, specifically ESL and emerging English learners.
F. A clear understanding and appreciation for teaching and working in a multicultural educational environment.
G. The ability to utilize constructivist teaching and learning strategies.
H. The ability to effectively infuse various types of technology in your instructional practices, such as: Course discussion board *(required)*, PowerPoint, Audio files, E-articles, Supporting websites Video clips related to the course content *(required)*, etc.
I. The ability to infuse a variety of resources and ancillary materials in your instructional practices which assist learners in making a connection with the material being presented such as: Newspaper articles, Journal Articles, National Standards and Best Practices Materials, Guest Speakers, Enrichment Activities, Experiential Learning Opportunities, etc.
J. The ability to motivate students to learn and become actively engaged in the teaching and learning process for the course.
Area A: Course Introduction
   A. Brief introduction of yourself and welcome to the course highlighting course goals (*must be as an audio and video file).*
   B. Sample mini syllabus (*2-3 pages maximum*)
   C. Specific course objectives (*minimum 5 maximum 10*)
   D. Selection of appropriate text (*1-2 required texts*)
   E. Selection of appropriate supplementary reading materials (*2-3 supplementary course readings*)
   F. Summary of educational expectations of students (*course goal statement – brief paragraph*)
   G. Summary of course guidelines and operating procedures (*to be determined by applicant*)

Area B: Sample Lesson
All sample lessons should, in as much as possible, reflect the following:
   K. Directly correspond to the area of instruction, course material, or academic area defined for the purpose of the applicant’s course facilitation demonstration.
   L. Consist of original planning efforts on the behalf of the applicant.
   M. A clear, strong, and definitive knowledge of the content being presented.
   N. Best practices in education adult learners and the comprehensive body of literature regarding effective pedagogical practices.
   O. A clear understanding and appreciation for teaching diverse learners, specifically ESL and emerging English learners.
   P. A clear understanding and appreciation for teaching and working in a multicultural educational environment.
   Q. The ability to utilize constructivist teaching and learning strategies.
   R. The ability to effectively infuse various types of technology in your instructional practices, such as: Course discussion board (*required*), PowerPoint, Audio files, E-articles, Supporting websites Video clips related to the course content (*required*), etc.
   S. The ability to infuse a variety of resources and ancillary materials in your instructional practices which assist learners in making a connection with the material being presented such as: Newspaper articles, Journal Articles, National Standards and Best Practices Materials, Guest Speakers, Enrichment Activities, Experiential Learning Opportunities, etc.
   T. The ability to motivate students to learn and become actively engaged in the teaching and learning process for the course.
Assessment Procedures: Areas A and B below shall be assessed on a scale of 1 (Unacceptable), 2 (Below Average), 3 (Average), 4 (Above Average), 5 (Exceptional). The maximum potential score an applicant could receive is 85 points. Applicants must score at 85% or greater (72 points total) in order to award a facilitator contract.

NOTE: Appendix C corresponds with Option A

Area A: Course Introduction *(5-7 minutes maximum)*
- A. Brief introduction of yourself and welcome to the course highlighting course goals *(can be done verbally)*
- B. Sample mini syllabus *(2-3 pages maximum)*
- C. Specific course objectives *(minimum 5 maximum 10)*
- D. Selection of appropriate text *(1-2 required texts)*
- E. Selection of appropriate supplementary reading materials *(2-3 supplementary course readings)*
- F. Summary of educational expectations of students *(Course goal statement – brief paragraph)*
- G. Summary of course guidelines and operating procedures *(To be determined by applicant)*

Area B: Sample Lesson
All sample lessons should, in as much as possible, reflect the following:
- A. Directly correspond to the area of instruction, course material, or academic area defined for the purpose of the applicant’s course facilitation demonstration.
- B. Consist of original planning efforts on the behalf of the applicant.
- C. A clear, strong, and definitive knowledge of the content being presented.
- D. Best practices in education adult learners and the comprehensive body of literature regarding effective pedagogical practices.
- E. A clear understanding and appreciation for teaching diverse learners, specifically ESL and emerging English learners.
- F. A clear understanding and appreciation for teaching and working in a multicultural educational environment.
- G. The ability to utilize constructivist teaching and learning strategies.
- H. The ability to effectively infuse various types of technology in your instructional practices
- I. The ability to infuse a variety of resources and ancillary materials in your instructional practices which assist learners in making a connection with the material being presented.
- J. The ability to motivate students to learn and become actively engaged in the teaching and learning process for the course.
VIU - School of Business
Course Facilitator/Course Builder Demonstration Procedures
Appendix D: Online Course Facilitator Demonstration Assessment Rubric

Assessment Procedures: Areas A and B below shall be assessed on a scale of 1 (Unacceptable), 2 (Below Average), 3 (Average), 4 (Above Average), 5 (Exceptional). The maximum potential score an applicant could receive is 85 points. Applicants **MUST** score at 85% or greater (72 points total) in order to awarded a facilitator contract.

**NOTE: Appendix D corresponds with Option B**

**Area A: Course Introduction**
- A. Brief introduction of yourself and welcome to the course highlighting course goals (can be completed in text format, as an audio and video file, or as an audio only file).
- B. Sample mini syllabus (2-3 pages maximum)
- C. Specific course objectives (minimum 5 maximum 10)
- D. Selection of appropriate text (1-2 required texts)
- E. Selection of appropriate supplementary reading materials (2-3 supplementary course readings)
- F. Summary of educational expectations of students (Course goal statement – brief paragraph)
- G. Summary of course guidelines and operating procedures (To be determined by applicant)

**Area B: Sample Lesson**
All sample lessons should, in as much as possible, reflect the following:
- A. Directly correspond to the area of instruction, course material, or academic area defined for the purpose of the applicant’s course facilitation demonstration.
- B. Consist of original planning efforts on the behalf of the applicant.
- C. A clear, strong, and definitive knowledge of the content being presented.
- D. Best practices in education adult learners and the comprehensive body of literature regarding effective pedagogical practices.
- E. A clear understanding and appreciation for teaching diverse learners, specifically ESL and emerging English learners.
- F. A clear understanding and appreciation for teaching and working in a multicultural educational environment.
- G. The ability to utilize constructivist teaching and learning strategies.
- H. The ability to effectively infuse various types of technology in your instructional practices
- I. The ability to infuse a variety of resources and ancillary materials in your instructional practices which assist learners in making a connection with the material being presented.
- J. The ability to motivate students to learn and become actively engaged in the teaching and learning process for the course.
Assessment Procedures: Areas A and B below shall be assessed on a scale of 1 (Unacceptable), 2 (Below Average), 3 (Average), 4 (Above Average), 5 (Exceptional). The maximum potential score an applicant could receive is 85 points. Applicants must score at 80% or greater (73 points total) in order to be awarded a facilitator contract.

NOTE: Appendix E corresponds with Option C

Area A: Course Introduction
A. Brief introduction of yourself and welcome to the course highlighting course goals (can be completed in text format, as an audio and video file, or as an audio only file).
B. Sample mini syllabus (2-3 pages maximum)
C. Specific course objectives (minimum 5 maximum 10)
D. Selection of appropriate text (1-2 required texts)
E. Selection of appropriate supplementary reading materials (2-3 supplementary course readings)
F. Summary of educational expectations of students (Course goal statement – brief paragraph)
G. Summary of course guidelines and operating procedures (To be determined by applicant)

Area B: Sample Lesson
All sample lessons should, in as much as possible, reflect the following:
A. Directly correspond to the area of instruction, course material, or academic area defined for the purpose of the applicant’s course facilitation demonstration.
B. Consist of original planning efforts on the behalf of the applicant.
C. A clear, strong, and definitive knowledge of the content being presented.
D. Best practices in education adult learners and the comprehensive body of literature regarding effective pedagogical practices.
E. A clear understanding and appreciation for teaching diverse learners, specifically ESL and emerging English learners.
F. A clear understanding and appreciation for teaching and working in a multicultural educational environment.
G. The ability to utilize constructivist teaching and learning strategies.
H. The ability to effectively infuse various types of technology in your instructional practices
I. The ability to infuse a variety of resources and ancillary materials in your instructional practices which assist learners in making a connection with the material being presented.
J. The ability to motivate students to learn and become actively engaged in the teaching and learning process for the course.
Assessment Procedures are Currently Under Development