

# Addendum 1

RFP for online courses instructional design and subject matter expertise  
Contract Number 18-01-02-01

## Questions and Answers

Below are questions and answers regarding subject RFP. All questions are written in black color font and the answers are provided in red color font.

1. I'm concurrently developing coursework for a UAV Design course, independently, and wondered if this is something your University would be interested in receiving a Proposal for?

I assume that UAV is unmanned aerial vehicle? If so, we do not have a need for a proposal on this. Our RFP is for traditional academic course work leading to a bachelor's degree in one of the cited subject areas.

2. The RFP states all material developed under contract is property of Delaware State. If we have developed the material prior to the contract, it remains our property, correct?

Any materials developed would be based on our specifications as indicated in the course syllabus. If the subject matter expert has readily available course material compatible with our specifications, that material would become property of Delaware State University (DSU) along with the completed course.

3. How would you prefer we reflect this in the cost per course design section? If we absorb all costs for course content development, naturally this cost approaches 0, but may necessitate increased cost in subsequent sections?

We expect to receive a flat rate per course developed and/or a flat rate for a block of courses developed (vendors commonly allow price breaks with higher numbers of courses to be developed).

4. What is the objective course length (online course structures may afford opportunities for students to assimilate and digest content at different paces)? Is this up to us entirely? Is there a minimum number of hours of course instruction required? Grading rubric requirements?

It is expected that online courses developed under this RFP will be equivalent to face-to-face courses with the same number of credit hours.

5. To better gauge your content objectives, a little background on me. I spent the last ~14 years at AAI corporation (now owned by Textron) designing the Army's and Navy's main UAVS (Shadow 200 & Aerosonde), along with myriad other R&D platforms. I've experience in every aspect of UAV analysis, design, test, and fielding, and have begun my own Minority Economically Disadvantaged Small Business in 2017. I'm curious if my proposed field of coursework aligns with your University's curriculum and online objectives, and would appreciate any insight or opinions you can share sir?

This RFP does not need this type of service; however, DSU does have an aviation program. They possibly may have some need for this type of development. Feel free to contact our aviation program directly. They are listed under the College of Business on our website at [www.desu.edu](http://www.desu.edu).

6. Will you select/consider a vendor for the instructional design services only or is the vendor required to provide SME(s) services as well?

We would like for the vendor to have the ability to provide SMEs if needed.

7. Is it possible to get sample course content in each of the areas identified to be able to assess the scope of the content, the type of materials currently available and any rich content types associated to it?

No. Courses vary but we use a standard template. We want to allow for vendor creativity in responding to this RFP, realizing that there are general standards.

8. Do you have a content management system you currently use besides the BlackBoard LMS features itself to house the content?

No.

9. How is the content currently maintained and versioned?

We maintain a master copy of each completed course.

10. Are there any expectations that the content developed should be accessibility compliant? WCAG Level AA and/or 508 compliance?

Standard accessibility within the Blackboard functionality.

11. How video intensive are the courses?

Video content varies based on the SME.

12. For any video content or outside media that needs to be created/referenced, do you have existing teams that do video production, graphics production or otherwise or is that scope included in this RFP?

We do not expect video production. Videos used are generally public domain. However, we do have some videos created used by lecture capture (screencast-o-matic and other similar softwares).

13. Can you provide more information around the Quality Matters criteria the courses need to be compliant towards? Does it follow the HE standard example reference: <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>?

We will provide a standard template. We want to allow for vendor creativity in responding to this RFP, realizing that there are general standards.

14. Do you have a student / faculty feedback mechanism that also drives course objectives?

Course objectives are provided in the syllabus which is provided by the academic department.

15. How often do courses get refreshed?

We anticipate a three refresh cycle.

16. How large are the class sizes?

For our online programs, we expect the maximum to be 15 students.

17. Are courses structured into Novice, Intermediate, Advanced categories or does that vary?

No. They are standard undergraduate courses which could include a series (for example, Introductory accounting, Intermediate accounting, etc.)

18. What would be the percentage of course content needing revamp versus new course creation?

This is unknown. All courses are currently taught in a face-to-face format. SMEs are expected to provide all content.

19. Are high stakes assessments and/or psychometrics in scope?

If by high stakes assessments you mean some external standardized test, I don't believe so. We expect basic or standard quizzes and examinations using the functionality in Blackboard.

20. Is instructor/faculty retention an important part of course development? Do you measure it today?

We do not currently measure this.

21. Does the content need to be tested on mobile devices?

Yes.

22. If we are bidding this per course, what are the typical credit hours of each course and what is the academic level of the courses? 1000, 2000, 3000+? What degrees will they be aligned with?

These are standard undergraduate courses. Our series are usually 100, 200, 300, and 400 level courses.

23. Are these new courses or does DSU have current F2F courses that they are planning on delivering as online or hybrid offerings?

We have current F2F offering to convert to online.

24. What is the time frame expectation? When are the courses to be offered? Are you looking to rollout one program at a time or all of the programs at once?

We want the courses to be available for Fall 2018; however, we will work with the vendor to establish the actual project plan.

25. Does DSU have a Curriculum Standards department or will adhering to Quality Matters standards be sufficient?

We will provide a standard template which is based on Quality Matters standards.

26. What SMEs does DSU currently have available and what experts will we need to provide?

We expect most to be from DSU but we want to be able to supplement with external SMEs if needed.

27. Does DSU have a preferred publisher that they work with?

We use standard publishers like Wiley, McGraw-Hill and Pearson.

28. How many trips to DSU campus to meet with University personnel are you expecting? What format does DSU usually use to conduct online meetings? Adobe Connect? Web Ex?

We do not expect on-campus meetings. We typically use WebEx, GotoMeeting, Collaborate or other similar tools.

29. On the RFP, the Proposal Expiration date states June 30, 2017; can I assume that is a typo and should be 2018?

Yes.

30. It is mentioned that DSU wants to build up to 50 online courses. We would like to know approximate duration of one online course.

Each course is 15 weeks in duration.

31. Are you expecting vendor to develop SCORM compliant content for these courses?

We generally expect content to be loaded directly onto our Blackboard system. If there is separately developed content, our version of Blackboard is SCORM compliant.

32. Will the course content include development of any sort of video and documents or that will be provided by DSU?

SMEs are expected to provide all course content.

33. Is it mandatory for a vendor to provide Subject Matter Experts for the courses listed in online programs?

- Please list down the document required to support this clause.
- Are you looking for custom content development?
- Alternatively, Can a vendor license the existing content to DSU and customizes it as per the requirements of DSU Faculty/SMEs?

We expect most SMEs to be provided by DSU but we want vendors to have the capability of providing SMEs if needed. Yes, it is permissible to use pre-developed content with the approval of the department; however, the content in the completed course becomes the property of DSU.

34. Is it expected that Vendor needs to configure the content in Blackboard LMS and maintain it during the warranty period?

We expect the vendor to place content on Blackboard. They have no responsibility once the course is completed and accepted by the department.

35. By when the copies of insurance need to be submitted i.e. before the project is awarded or before commencement of work?

- It is mentioned that the vendor need to furnish 100% performance bond and vendor to be authorized to do business in Delaware.
- We would like to know whether the it is mandatory to furnish the bond as there is an option

“there is no performance bond requirement”?

- Is it mandatory for vendor to have authorization to work in Delaware. We have a registered entity in Massachusetts, U.S.

See reference to insurance/bond questions. Question numbers 107 through 111.

36. Can the Project team members such as Project manager work from offsite location outside United States?

We expect team members to be US based.

37. Also, do you want instructional designers to be deployed onsite while working with DSU's Faculty?

Instructional designers are not expected to be onsite.

38. Please share the preferable go-live date for various courses to be developed/built.

August 2018 is our go live date. However, once we engage a vendor, we will work with them to develop the project plan which will include the actual timeline.

39. We presume that the raw content (documents, videos etc.) will be available with DSU. Is our assumption correct?

We expect SMEs to provide all content.

40. We understand that for each week, DSU is looking forward to develop an online module. Please share the estimated duration of one module.

Each weekly module will constitute the work required for that week in accordance with the course syllabus.

41. Please share more details on the existing content that DSU possess. Also, Share the format in which the content is available e.g. SCORM, docx, pptx, pdfs etc.

Those are the formats. There can also be YouTube videos, links, etc.

42. There are few additional queries which I have listed below:

- Do you have subject matter content?
- Any preference in tool for eg: Storyline, Studio, Lectora, Flash, HTML or you want us to recommend the tool also?
- Does the course need to be SCORM conformant?
- Number of words in each course (on screen text) and For Voice Over
- Number of slides in each course
- Static pages
- Interactive pages/CYU's
- Assessment
- Would Content be provided to us
- How much is the learning duration of the program currently (if already being delivered)?
- I assume you'd prefer to have audio narration all-through in the course(s)?
- Please share the screen resolution works best at DSU?
- Please share the documentation on standards and guidelines for eLearning development at DSU?
- What timeframe is available for start and finish?

Course content is determined from the course syllabus. We expect vendors to provide SMEs (if needed) who can provide content in accordance with the syllabus. We expect standard course material such as PowerPoints, documents, videos, web links, etc. There can also be publisher material used. Course content varies from course to course so it is difficult to cite lengths and number of pages and other similar items. Development will occur directly on our Blackboard site using the inherent functionality.

43. What components should be included in the project plan?

Once we engage a vendor, we will provide a listing of all courses. The project plan would consist of the schedule of courses to be developed and timelines for development. We have a template of the project plan that we can share but the intention of this requirement is that we can manage the development project in accordance with an overall plan.

44. Will a project plan be submitted for each individual course or the project (all 50 courses) as a whole?

It would be for the entire number of courses that we expect to build under the contract.

45. Will the project plan outline general course structure or an in-depth description of the course?

Project plan elements would include the course name/number, instructional designer, SME, expected duration, status, notes, etc.

46. Will course objectives be provided by the University?

Yes. There will be a syllabus provided for each course, which includes course objectives.

47. Will each course be aligned to a specific text or resource? If so, which text or resource should the course be aligned to?

The syllabus will provide the textbook(s) to be used for the course.

48. Will each course be aligned to a set of standards? If so, which standards should courses be aligned to?

Yes, there will be a standard set of design specifications that applies to all classes.

49. Are the content providers "responsible for providing Word documents, PowerPoint presentations, assignments, quizzes, YouTube video, links to outside media, and other similar materials" the University supplied and/or vendor supplied SMEs? Will these materials be developed by the SMEs?

Yes. The SMEs are expected to provide all course content.

50. Will all course content be provided by the SMEs?

Yes. However, instructional designers are free to offer suggestions and aids that they might be aware of for consideration.

51. Will instructional designers be responsible for developing new content and resources? If so, what resources should be developed?

No. Instructional designers will use tools available in Blackboard. If there are other tools that they are aware of, they are free to make suggestions to the SME.

52. For courses developed using "DSU faculty/SME provided content", will additional content need to be developed by the vendor's instructional designers?

No. However, instructional designers are free to offer suggestions and aids that they might be aware of for consideration.

53. Will any texts or white paper resources need to be newly created by vendor SMEs? If so, approx. how many texts and what is the approx. length of one text?

Yes, depending on the syllabus requirements. The number and amount are unknown in advance. We would apply reasonable expectations.

54. Will assignments be newly created by vendor SMEs? If so, what types of assignments should be included? Will assignments be scenario-based?

Yes. Assignments could be discussions, quizzes, examinations. They could be scenario-based.

55. Will all content only be in the form of Word documents, PowerPoint presentations, assignments, quizzes, YouTube videos, links to outside media, etc.? Or, will interactive eLearning modules be developed also?

Yes. We do not expect interactive eLearning modules to be developed.

56. If interactive eLearning modules will be developed, how many modules should be included per course? How long should each module be?

N/A

57. If eLearning modules will be developed, should voiceover be included?

N/A

58. Should the instructional designer find all graphics and videos on the public domain or should any graphics or videos be newly created?

Public domain or new created based on the need. Additional created graphics or videos may be developed; however, it is expected that most will be pre-developed or public domain.

59. If graphics or videos should be newly created, approx. how many per week's unit or module?

The course syllabus will drive the need for content. We cannot predetermine what the content might be.

60. For each 3 credit / 15 week course, approximately how long should each week's module or unit be?

Sufficient to cover the material based on the syllabus. Online courses are expected to be equivalent to face-to-face courses.

61. What assignments and resources should be included in each week's module or unit?

This will be dependent upon the course syllabus.

62. How many formative assessments should be included in each week's module or unit? Approx. how many items should be included in each formative assessment?

Formative assessments should be sufficient to cover the topic. It is assumed that the SME will be degree/experientially qualified to assess the level of content needed based on the syllabus.

63. How many summative assessments should be included in each week's module or unit? How many summative assessments should be included in each 15 week course?

Summative assessments should be sufficient to cover the topic. It is assumed that the SME will be degree/experientially qualified to assess the level of content needed based on the syllabus.

64. Approx. how many items should be included in each summative assessment?

Summative assessments should be sufficient to cover the topic. It is assumed that the SME will be degree/experientially qualified to assess the level of content needed based on the syllabus.

65. Approx. how many slides should be included in one week's unit or module PowerPoint presentation?

It is assumed that the SME will be degree/experientially qualified to assess the level of content needed based on the syllabus.

66. Should PowerPoint presentations include newly-created voiceover?

PowerPoints can include newly-created voiceovers.

67. Should instructor guides or answer keys be provided for each assignment, assessment, etc.? If so, will these be developed by the instructional designer or the SME?

All content should come from the SME.

68. Will vendor instructional designers be inputting content directly into the Blackboard LMS?

Yes.

69. Will a criteria checklist be provided for course quality reviews?

We will provide a standard template that will provide guidance for quality assurance.

70. Approx. how many hours per course will an instructional designer spend completing course quality reviews?

Instructional designers are expected to use standard guidelines. The number of hours per course may vary.

71. Can an hourly rate be provided for course quality reviews?

No. Pricing should be based on a completed course, inclusive of quality reviews.

72. Can an hourly rate be provided for course design and development in place of a project price?

No.

73. Should pricing be provided per 3 credit, 15 week course? Or, a total for all 50 courses?

It can be both. We expect to see pricing per completed course. You can also show pricing for blocks of completed courses which could suggest discounted pricing with more courses developed up to 50.

74. Do you need roughly 10 courses within each discipline?

No. The number varies by discipline.

75. If so, can you provide a list of the expected course topics to give us a better idea of the content needed? Or will the vendor help define these topics?

We will provide a sample of the course listings.

76. Will the courses span all four years of the programs?

Yes. However, most courses are years 2-4.

77. Are these all new courses or would we be able to pick up content from existing courses and redesign for an engaging online learning experience?

I would say that all courses are new given that currently these classes are taught face-to-face and may not have much content on Blackboard.

78. What are the accessibility requirements?

We have standard accessibility requirement using Blackboard functionality.

79. Does DSU have any existing digital courses we could view as a reference for your requirements and expectations?

No. Courses vary but we use a standard template. We want to allow for vendor creativity in responding to this RFP, realizing that there are general standards.

80. What level of interactivity is desired throughout the courses? (e.g. animation, drag-and-drop questions, multiple choice questions, etc.)

This may vary from course-to-course. We will use the syllabus as a guide for expected content.

81. Is there a specific software preference for building the lessons, such as Articulate Storyline or Adobe Captivate, or are we to place content directly within the Blackboard frame?

We place the content within the Blackboard functionality.

82. We understand that students will primarily be accessing the courses from a desktop or laptop. Should we assume students may also be accessing them from a tablet and/or phone?

Yes.

83. Aside from public domain imagery, will any technical art need to be created?

We do not expect you to create technical art.

84. Will any multimedia need to be created new? (e.g. videos, audio, etc.)

This is possible. For example, if PowerPoints are created, then there could be voice-over narrations created by SMEs.

85. Can you clarify what types of materials will be delivered in Word docs?

We would expect just standard MS-Word documents, which could include instructions, white-papers, or any instructional documents in a Word format (could also be PDFs).

86. We understand you plan to start March 15. What is the timeline for completion? Are certain courses higher priority than others, so that we should plan to complete them first?

We are looking to be complete by our Fall semester 2018. However, we will work on the project plan at the start of the engagement that will anticipate actual completion.

87. What are the desired requirements for SME qualifications? (e.g. Masters or PhDs, teaching experience, etc.)

Qualifications would include degree (minimum Masters and doctorate preferred) and experience teaching the subject (experience with teaching online is preferred).

88. Do you currently work with outside vendors to create online courses?

No.

89. Do you have a suggested budget for the project?

No.

90. Has a development sequence for the fifty courses been established?

No.

91. How many course developments can the university support simultaneously?

This will be dependent on the number of SMEs available.

92. Can you please provide the number (or approximate number of courses) for which the vendor needs to provide an SME?

No. We want to be able to supplement with external SMEs if needed. We expect most SMEs to be provided by DSU.

93. To what degree do the university SME's have experience in developing online courses?

This varies. Our view is they do not need experience developing online courses since we are using instructional designers—they will provide the needed content.

94. How is this project funded, state, federal, university or other? Have the funds been allocated for this project?

Funds have been allocated.

95. Has the university completed a similar project in the past?

The university has developed online courses in the past.

96. Approximately how many in person meetings will be needed for this project?

Unknown. We expect the instructional designers to work with SMEs until courses are completed and approved.

97. Are web meetings, and conference calls acceptable forms of meetings and communication?

Absolutely.

98. Is there a university project manager or team identified to oversee the complete project?

The Office of Distance Education will oversee the complete project.

99. Do you have a target end date for the project?

August 1; however, we will develop a project plan with the vendor which will detail development time.

100. What percentage of the 50 courses are already "complete" and currently taught?

All courses to be completed in this project are currently being taught in a F2F format.

101. How do the courses break down across the 5 subject areas (i.e., public health vs. criminal justice vs. accounting)?

This varies. We will provide a list of courses to be developed but we expect the same pricing regardless of the course area.

102. Do you already have the course titles you want developed? If so, can you share those so prospective vendors can assess SME requirements?

We have supplied the subject areas. We expect SMEs who are degree/experientially qualified in the subject areas.

103. Is the anticipated delivery schedule evenly distributed across the 5 years (so, 10 courses per year), or is the development schedule front-weighted/back-weighted?

We expect all courses to be developed under the contract to be completed by August 2018 or in accordance with the project plan that will be developed.

104. Does DSU intend for the vendor's SMEs to conduct, manage, or in any way support online delivery of the courses they help develop?

No.

105. What specific areas/subjects do you anticipate need the vendor to provide a SME?

Criminal Justice, Public Health, Accounting, Management, Psychology.

106. Vendor will build courses in compliance with DSU standards which is based on Quality Matters criteria. Vendor will make suggestions in terms of best practices that will improve the course designs. Presumably, Section 508 accessibility standards are a requirement for DSU; are we correct in assuming that all posted documents associated with course development (PDFs, slides, etc.) will need to be made screen reader accessible and otherwise 508-compliant?

Yes.

107. In the RFP it was specifically called out the Delaware State University shall NOT be named as an additional insured on the Insurance Cert. We've never had the request before. All our Client ask to be named as an Additional Insured. Can you please provide the reason you don't want to be named?

This requirement has been waived. If any of the vendor would like to use "Delaware State University as additional insured" University will be OK with that option.

108. Minimum requirement. Provide Delaware license(s) and/or certification(s) necessary to perform services as identified in the scope of work. Please list down the document required to support this clause.

Please refer to page 18, item b of the RFP. Or visit <http://revenue.delaware.gov/services/BusServices.shtml>

Prior to receiving an award, the successful Vendor shall either furnish the Delaware State University with proof of State of Delaware Business Licensure or initiate the process of application where required. An application may be requested in writing to: Division of Revenue, Carvel State Building, P.O. Box 8750, 820 N. French Street, Wilmington, DE 19899 or by telephone to one of the following numbers: 302-577-8778.

Information regarding the award of this contract will be given to the Division of Revenue. Failure to comply with the State of Delaware licensing requirements may subject your organization to applicable fines and/or interest penalties.

109. Before any work is done pursuant to this Agreement, the Certificate of Insurance and/or copies of the insurance policies, referencing the contract number stated herein, shall be filed with the State. The certificate holder is as follows: By when the copies of insurance need to be submitted i.e. before the project is awarded or before commencement of work?

Copies of Insurance documents shall be submitted to University before commencement of work.

110. It is mentioned that the vendor need to furnish 100% performance bond and vendor to be authorized to do business in Delaware.

Bid bond requirement has been waived. There is no need to submit any performance bond.

111. Is it mandatory for vendor to have authorization to work in Delaware. We have a registered entity in Massachusetts, U.S.?

Yes. Prior to receiving an award, the successful vendor shall furnish the Delaware State University with proof of State of Delaware Business Licensure or initiate the process of application where required. An application may be requested in writing to: Division of Revenue, Carvel State Building, P.O. Box 8750, 820 N. French Street, Wilmington, DE 19899 or by telephone to one of the following numbers: (302) 577-8200—Public Service, (302) 577-8205—Licensing Department or by visiting <http://revenue.delaware.gov/services/BusServices.shtml>

Failure to comply with the State of Delaware licensing requirements may subject vendor to applicable fines and/or interest penalties.