

# Center for eLearning (CeL)

## Course Development Process

The entire course development process is broken down into three main stages:

1. Pre-Production
2. Production
3. Post-Production

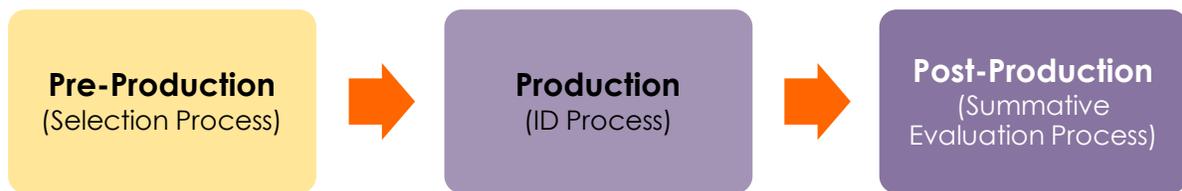


Figure 1. Three main stages for the course development process.

All three main stages are aligned in a linear approach. The pre-production stage must be completed before the production stage can begin, and the post-production can begin only when the production stage is completed. The pre-production stage involves the selection processes of course development, Subject-Matter Experts (SMEs), and instructional designers (IDs). The production stage is in which the instructional design systematic process occurs. The post-production stage focuses on the summative evaluation, assessing the quality of the course design.

### Pre-Production Stage

The goal for the pre-production stage is to identify all the stakeholders involved in the course development process and initiate the project. Prior to the production stage, the CeL Program Manager (PM) and Project Coordinator (PC) will work with the deans to identify the following information:

- Course number/title that needs to be developed
- Roll-out date
- ID who will be working on the course
- SME name



Figure 2. The pre-production stage.

Figure 2 illustrates the overall process that is involved in the pre-production stage. Once all the required information has been identified, the PM or PC will develop a contract and stipend for the assigned SME and/or contractor. The PM or PC will inform:

- The course number and title.
- The begin date when you can make contact with the SME or contractor.
- The end date when the course needs to be completed.

### Remember:

The contract and stipend must be signed and approved before the SME and contractor begin the work. If you have any question about the project begin date, contact either the PM or PC.

### Stipends for Subject-Matter Experts (SMEs)

After a SME is determined, the PC creates a stipend based on the determined amount for the course (usually at a rate per credit hour, although revisions may be determined based on scope of work). The stipend goes through a 6-step approval process:

1. The Dean of the CeL signs
2. The SME's Dean signs
3. The Campus President of the SME signs
4. The VP of the College signs
5. The SME signs a deliverables page as well as the stipend
6. The Dean of the CeL signs the deliverables page

Once the course is complete, the PC takes the stipend to the Dean of the CeL, who approves completion of the course. The stipend is then sent to the Compensation Manager for payment.

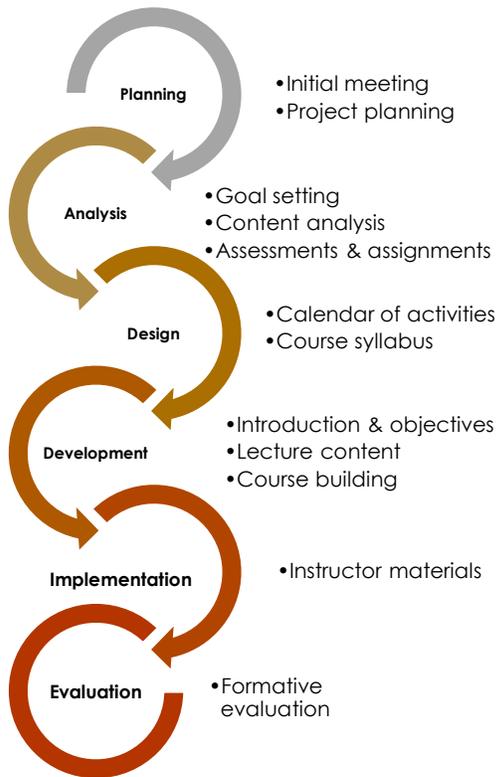
### Production Stage

The production stage primarily focuses on the instructional design process for course development, starting from the planning, analysis, design, development, implementation, and ending with the evaluation phase. Figure 3 presents the overall process of the production stage. The course development framework, project management guidelines, and course design tools and templates will be discussed in this section.



Figure 3. The production stage.

## Course Development Framework



The entire course development process can be summarized into twelve major steps. The process uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model as an organizing, grounded framework. The Planning phase has been added to strengthen the framework in regarding to the project management aspect.

This course development framework is purposefully designed to provide project checkpoints. Each step is designed to overlap with each other when necessary, but remaining its priority from the top-down of the framework.

Figure 4. Course development framework.

Table 1 outlines all the twelve steps and its checkpoints, which can be used to gauge the project progression whether it is delayed or to ensure all the important deliverables are completed. It is also possible for the ID to turn these checkpoints to to-do list in order to help both ID and SME stay within the expected development timeline, which is typically about 12 to 15 weeks.

### Table 1

*Instructional Designer's twelve-step course development framework along with the checkpoints for each phase.*

Phases	Steps	Checkpoints
Planning	<p><b>1. Initial Meeting</b></p> <p><b>2. Project Planning</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send an introduction email to SME.</li> <li><input type="checkbox"/> Provide SME with course curriculum outline, SME guide, examples of CeL courses in Blackboard.</li> <li><input type="checkbox"/> Provide SME with course design templates (e.g. course planning worksheet, syllabus, instructor guideline, curriculum map, examples of rubrics).</li> <li><input type="checkbox"/> Conduct the orientation for contractor.</li> <li><input type="checkbox"/> Introduce the contractor to SME.</li> <li><input type="checkbox"/> Set up an initial meeting with SME and contractor.</li> <li><input type="checkbox"/> Conduct a preliminary questionnaire on the course and student feedback</li> <li><input type="checkbox"/> Explain CeL course development model, OER concept, ADA, and Copyright to SME.</li> <li><input type="checkbox"/> Make sure SME and contractor have Blackboard access.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with SME and/or contractor to discuss project planning and their availability.</li> <li><input type="checkbox"/> Discuss expected deliverables with SME.</li> <li><input type="checkbox"/> List all the major milestones, deliverables, and due dates in the project plan.</li> <li><input type="checkbox"/> Develop a tentative project timeline.</li> <li><input type="checkbox"/> Brainstorm ideas about the course design with SME based on the results from the survey.</li> <li><input type="checkbox"/> Prepare the Blackboard development course (add the contractor to the course).</li> <li><input type="checkbox"/> Review course curriculum outline and any existing course materials if they can be re-purposed, re-designed, and re-used.</li> </ul>
Analysis	<p><b>3. Goal Setting</b></p> <p><b>4. Content Analysis</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review course learning outcomes, required textbook, course topics, methods of assessments, etc.</li> <li><input type="checkbox"/> Identify instructional goals.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify numbers of modules and course topics.</li> <li><input type="checkbox"/> Start completing the course planning worksheet (module introduction and learning objectives, curriculum map, course implementation plan, etc.).</li> <li><input type="checkbox"/> Select the required textbook and/or available open educational resources.</li> <li><input type="checkbox"/> Finalize the textbook adoption.</li> <li><input type="checkbox"/> <b>Conduct kick-off meeting</b></li> </ul>

	<p><b>5. Assessments &amp; Assignments</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finalize the course planning regarding to the number of modules and the flow of the course topics.</li> <li><input type="checkbox"/> Plan the course grading distribution along with required assessments and assignments.</li> <li><input type="checkbox"/> Identify assessment methods and rubric criteria.</li> <li><input type="checkbox"/> Prepare and schedule for mid-point course review.</li> </ul>
<p><b>Design</b></p>	<p><b>6. Calendar of Activities</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design course structure using the calendar of activities.</li> <li><input type="checkbox"/> Begin lecture content development.</li> <li><input type="checkbox"/> Inform Director E-Admin &amp; Support Services and PM about the textbook adoption.</li> <li><input type="checkbox"/> <b>Conduct mid-point course review.</b></li> </ul>
<p><b>Development</b></p>	<p><b>7. Course Syllabus</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build a draft course syllabus.</li> <li><input type="checkbox"/> Finalize module topics, course structure, and course grading distribution.</li> <li><input type="checkbox"/> Revise the course planning based on the mid-point course review feedback.</li> </ul>
	<p><b>8. Introduction &amp; Learning Objectives</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete each module introduction and learning objectives.</li> <li><input type="checkbox"/> Send all the lecture content for proofreading.</li> <li><input type="checkbox"/> Submit request to multimedia team for course branding as needed.</li> </ul>
	<p><b>9. Lecture Content</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete lecture content for each module.</li> <li><input type="checkbox"/> Send all the lecture content for proofreading.</li> <li><input type="checkbox"/> Submit request to multimedia team for each learning object development.</li> </ul>
	<p><b>10. Course building</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build each module in Blackboard (setting up all assignments and assessments).</li> <li><input type="checkbox"/> Build the Calendar of Activities page.</li> <li><input type="checkbox"/> Finalize course syllabus.</li> <li><input type="checkbox"/> Build each rubric.</li> <li><input type="checkbox"/> Set up grade book (make sure it is 1,000 points).</li> <li><input type="checkbox"/> Submit request to multimedia team for course branding.</li> </ul>

## Implementation

### 11. Instructor Materials

- Finalize course implementation plan.
- Develop instructor guidelines.
- Upload curriculum map.
- Organize supplemental materials.
- Prepare and schedule for final course review.
- Check with the multimedia team when the learning objects and course branding will be completed.
- Send course syllabus and instructor guidelines for proofreading.
- Request PC to review the course in Blackboard.

## Evaluation

### 12. Formative Evaluation

- Conduct QA throughout the process.
- Provide SME with an access to review the Blackboard course.
- Conduct final course review.**
- Send out the course review notes to all stakeholders (Deans, PM, PC, SME, and the contractor).
- Ensure all the corrections and modifications are made appropriately based on the course review note.
- Send a task to the multimedia team to review the code.
- Send approval note regarding SME's stipends and contractor's payment.
- Notify the Dean, PM, PC, and Director E-Admin & Support Services that the course has been completed.
- Upload the course syllabus to the e-Syllabus system.

## Post-Production Stage

The post-production stage occurs when the production stage is closed out. This final stage focuses on the summative evaluation. It begins with the process of creating a Master course copy from the development course and ends with the course modification according to the feedback received from the SME, faculty members who teach the course, and the students. Figure 5 presents the overall process of the post-production stage.



Figure 5. The post-production stage.

Surveys are distributed to faculty and students after the first term in which the course is taught. This feedback may or may not result in modifications to the course. This is considered a course modification and may contain minor or major adjustments. The surveys that sent out to the SME, faculty, and students will assess the issues of the course design and its structure. The questions address the following areas:

- Flow of the course topics
- Amount of workload
- Clarity of assignment instruction
- Effectiveness of rubric
- Course grading distribution
- Appropriateness of reading and supplemental materials
- Quality of assignment
- Quality of lecture content