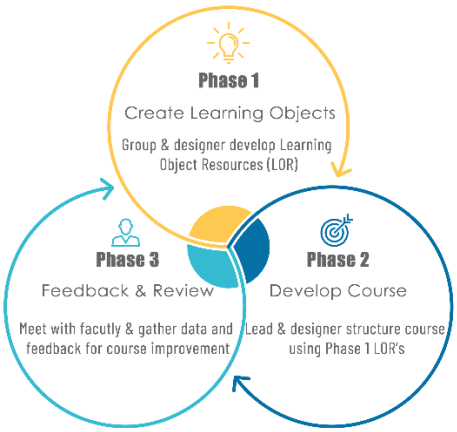
Center for Instructional Excellence | Instructional Design
-Collaborating to elevate the student learning experience-

Three-Phase Course Design Program



As part of the campus-wide mission to incorporate instructional design efforts with existing teaching as well as provide students opportunities to apply, deepen knowledge, and skills through active learning activities CIE instructional designers will collaborate with faculty to develop learning objective resources and enhance courses to bolster students learning experience.

Our goal is to create opportunities for students to become active and engaged learners through our Two-Phase Course Design Program.

Phase One|LOR Creation

Instructional designer collaborates with designated faculty group to search and develop Learning Object Resources (LOR) which align with course objectives.

By the end of the first phase, faculty will be able to:

- Create course learning objectives which are measure able and align with the course objectives (AGCM and WGEM).
- Apply the concept of alignment to courses to ensure assessments and instructional materials are varied and supportive of learning objectives or competencies.
- Identify activities and assessments which align with core program level objectives.

Time Commitment

10 weeks (with checkpoints throughout the following year). Phase 1 starts the 2nd week of the semester.

Kickoff Meeting (takes place in week 1)

Meet with dean, division chair, faculty, and instructional design team to introduce program discuss the creation process of LOR's Faculty will be assigned an instructional designer at this time.

Objectives & Alignment (2-4 weeks)

Initial meeting with faculty group to discuss objectives, student engagement, assessment, and alignment.

- LOR creation – introduce course alignment, engagement activities, assessments, and other supporting technologies.
- Discuss objective creation and alignment.
- **TASK**: Submit course level objectives.

Content Collection (6-7 weeks)

Instructional designer works with faculty to gather and develop content for LOR.

- Activities that focus on student engagement
- Assessments that align to course level objectives
- Connect content to core or program level objectives

Phase Two|Course Development

Instructional designer works collaboratively with specified lead instructor to build out course using LOR resources from Phase 1.

By the end of Phase 2 the instructor lead will be able to:

- Apply the Quality Matters (QM) Rubric in the review and design of the course.
- Apply the concept of alignment to a course to ensure assessments and instructional materials are varied and supportive of learning objectives or competencies.
- Develop course that is accessible and usable for all learners.

Time Commitment

14 weeks (with checkpoints throughout the following year). Phase 2 starts the 2nd week of the semester.

Layout & Content (weeks 2-3)

Discuss existing LOR's from Phase 1. Additional materials (if applicable) should also be brought to meeting for discussion.

- Instructional Materials & Syllabus
- Course Activities, learner interaction and early connect
- Assessments
- Course Technology
- **TASK**: Complete & submit Course Alignment Table (helps in course development)

Instructional Development (weeks 4 -10)

- Review & finalize Course Alignment Table: Learning Objectives
- Develop Instructional Materials
- Develop Course Activities and learner interaction

- Develop Assessments
- Develop course overview and introduction
- Provide Learner Support (Syllabus template)
- Check Accessibility and Usability

Review & Go Live (weeks 11 through 14)

- Complete Course Initial Review
- If using D2L, copy course over to the next active semester and prepared to go live.
- If not using D2L, collect and prepare course materials to go live the following semester.

Phase 3|Course Data & Feedback

Instructional designers will meet with faculty to review course data and gather feedback.

Time Commitment

- First semester (meet every 4 weeks)
  - Discuss progress and concerns
- End of first semester
  - Look at student in-course data and feedback
  - Identify areas of need
- One year after course update
  - Look at student in-course data and feedback
  - Identify areas of need
- Three years after course update
  - Look at student in-course data and feedback
  - Identify areas of need