

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

### Four-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 and enhance courses to bolster students learning experience. Our goal is to create opportunities for students to become active and engaged learners through our Four-Phase Course Design Program.

### Objectives

By the end of the program, faculty will be able to:

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

### Time Commitment

14 weeks (with checkpoints throughout the following year). Program starts the 2<sup>nd</sup> week of the semester.

### Phase One: Kickoff | Week 1

Attend the Course Design Program orientation on **designated date**. Faculty will be assigned an instructional designer to collaborate on course development and design throughout the program.

- Review the course design process – sign MOU, introduce course alignment, course template, sample courses, and other supporting technologies.
- Learning Objective Review & Activity
- **TASK:** Submit specific columns of Course Alignment Table

### Phase Two: Planning | Weeks 2 & 3

Discussing and identifying existing layout and content. Materials should be brought for discussion.

- Learning Objectives
- Instructional Materials & Syllabus
- Course Activities, learner interaction and early connect
- Assessments
- Course Technology
- **TASK:** Complete & submit Course Alignment Table (all columns should be completed)

### **Phase Three: Instructional Development | Week 4 through 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

### **Phase Four: Review & Go Live | Week 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.

### **Course Data & Feedback Reviews with Faculty**

- 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