# Distance Education Course Development Timeline

The full course development process timeline is 10 to 14 weeks, with an additional 4 weeks left before the start of the term to allow for pre-semester preparation.

The ODEE instructional design team collaborates with faculty members to create an effective online course that is consistent with the best practices advocated by [Quality Matters](http://www.qualitymatters.org) (QM), an inter-institutional organization that sets baseline research based standards for online and hybrid courses. This document is an outline of the backward course development process used by the ODEE instructional design team. This process is reflected in several known and respected models, such as Understanding by Design.

# Pre-Development (2 weeks)

1. Participants in the course development are identified.

1. Faculty member and instructional designer read and sign Course Agreement.
2. Faculty member and instructional designer review existing materials: program objectives, course objectives, on-ground syllabus, etc.

# Course Planning (3 to 6 weeks)

During the course planning stage, instructional designers will guide faculty through a backward design method to plan the online course and document it in our Course Blueprint, which is designed to be consistent with Quality Matters best practices and to transfer easily into Carmen. This Course Blueprint allows us to define critical information consistently across all distance education courses at Ohio State.

1. Identify course goal(s), major course topics, essential questions, and course learning outcomes.

**Approximate time: 1 to 2 weeks** (one working meeting, approx. 3 hours, followed by a few days for instructional designer review, then a few days for faculty review and final approval)

* **Faculty member and instructional designer** collaborate in a workshop-style meeting to review course goal(s), major course topics, essential questions and course learning outcomes.
* **Instructional designer** places course learning outcomes into Course Blueprint, maps course learning outcomes in the Bloom’s taxonomy table and suggests final edits.
* **Faculty member** approves learning outcomes.

**🗋 Deliverable:** Approved Course Learning Outcomes section of Course Blueprint

1. Determine assessments that measure students’ achievement of each course learning outcome.

**Approximate time: 2 weeks** (one meeting, between 1 and 3 hours, followed by one week for instructional designer review and documentation, then back to faculty for final review)

* **Instructional designer** shares the Bloom’s taxonomy table and makes suggestions about types of effective online assessments that measure and match the rigor of each course learning outcome.
* **Faculty member** and **instructional designer** draft the assessments and assessment rubrics (if applicable) for the course.
* **Faculty member** approves assessments.

**🗋 Deliverable:** Approved Assessments section of Course Blueprint

1. Determine course activities, materials, and sequence.

**Approximate time:** 2 weeks (asynchronous collaboration over one week, followed by one week for Course Blueprint review)

* **Faculty member**, with support from **instructional designer**, maps the assessments, major topics, and course learning outcomes into 14-week plan and finalizes weekly objectives.
* **Faculty member**, with help from **instructional designer**, plans weekly supporting materials (reading, videos, multimedia, simulations, etc.) and types of effective online activities.
* **Faculty member** and **instructional designer** fill in the weekly Learning Plan section of the Course Blueprint for each week, with alignment indicated between course learning outcomes, assessments, and activities.
* **Faculty member** approves weekly learning plan

**🗋 Deliverable:** Approved weekly Learning Plan sections of Course Blueprint

# Course Production (5 to 6 weeks)

During the course production stage, the faculty member and the instructional designer will gather and create material, finalize and test activities and assignments, and build the course in a Carmen shell according to Quality Matters standards.

1. Create course materials.

**Time**: Depends on type/amount of content to create

* **Faculty member,** with help from **instructional designer,** produces or acquires content for the activities, supporting materials, and assessments.
* **ODEE Media Services** creates course introduction video.
* **Faculty member,** with help from **instructional designer,** plans andrecords weekly intro videos (with transcripts).
* **ODEE instructional design staff** tests and edits materials for quality and accessibility.
* **Instructional designer** prepares DE course syllabus based on final Course Blueprint.
* **Faculty member** approves course syllabus.

**🗋 Deliverable:** Approved course syllabus (created from Course Blueprint)

1. Build course in Carmen.

**Time:** Depends on type/amount of content to create

* **ODEE instructional design staff** builds course in Carmen based on the Course Blueprint.
* **Faculty member** and **instructional designer** finalize Carmen course setup and discuss course readiness checklist.
* **Faculty member** approves finished course.
* Notice sent announcing completion of course development to stakeholders.

**🗋 Deliverable:** Approved finished course in Carmen (created from Course Blueprint)

**🗋 Deliverable:** Informal Quality Matters check

**🗋 Deliverable:** Plan from Readiness Checklist

1. Evaluate course development process.

* **Instructional designer** sends survey to faculty member about the course development process.
* **Faculty member** completes course development process survey.

# Course Implementation (4 weeks before term)

1. **Faculty member** imports pre-built course shell into the new semester’s section in Carmen.
2. **Faculty member** creates welcome message (with transcript) and makes final adjustments.
3. Course begins and runs as described in course agreement.

# Course Evaluation (each term)

1. **Instructional designers** collect course survey data.

* Faculty member survey evaluating course design feedback
* Student survey data feedback

1. **Instructional designers** provide student performance report to instructor and program manager.

# Course Maintenance

1. Improve course based on formal and informal feedback.

* **Faculty member** and **instructional designer** will fix any broken links, and replace outdated articles and videos, and review navigation.
* **Faculty member** submits a request for instructional designer time if course goals change to reevaluate course learning outcomes and assessment alignment.
* **Instructional designer** reviews course learning outcomes and assessment alignment in the event course goals change based on availability.