Course Development Process
Instructional, Media & Accessible Design

Initiation
- Critical first steps:
  - Department Chair notifies Registrar & UMOnline Director of new course development(s)
  - UMOnline identifies staff resources (Instructional Designer, Accessibility Specialist, Media Artist, Videographer, etc.)

Scope
- Course development planning meeting with Instructional Design team:
  - Establish:
    - Subject Matter Expert(s)
    - Audience
    - Constraints
    - Delivery options
    - Timeline
  - UMOnline Course Rubric considerations
  - Instructor’s LMS & accessibility background knowledge

Analysis
- Storyboard (based on syllabus):
  - Learning outcomes
  - Assessments
  - Topics
  - Multimedia elements
  - Visual design

Development
- Gather accessible assets (textbook, open educational resources, external resources, technologies, etc.)
- Write textual content in LMS
- Review Word documents & PDFs
- Translate PowerPoint files to video
- Prototype one topic:
  - Establish structure
  - Insert assets
  - Finalize design as basis for all course topics
- Write audio/video scripts (with audio descriptions built-in)
- Review gradebook setup
- Cross-check syllabus alignment (continuous)
- Design learning activities
- Create formal assessments
- Create course branding & graphics
- Cross-check syllabus alignment (continuous)

Quality Assurance
- Prior to course delivery:
  - UMOnline Course Rubric analysis
  - Feedback from Committee on Online Learning
  - Course adjustments as needed
- Write audio/video scripts (with audio descriptions built-in)
- Review Word documents & PDFs
- Translate PowerPoint files to video
- Prototype one topic:
  - Establish structure
  - Insert assets
  - Finalize design as basis for all course topics
- Write audio/video scripts (with audio descriptions built-in)
- Review gradebook setup
- Cross-check syllabus alignment (continuous)

Delivery
- Course delivery:
  - Sustained support from Instructional Design & UMOnline Tech Support
  - Review mid-semester student feedback
  - Course adjustments as needed

Review
- Course completion:
  - Faculty peer feedback
  - Student course evaluations
  - Course adjustments as needed
Course Development Process

Timeline
The purpose of the “Course Development Process” diagram is to lay out UMOnline’s framework for providing instructional, media, and accessible design support to Instructors who are creating new courses in UM’s Learning Management System (LMS). The monthly timeline in the diagram indicates the general tasks that occur sequentially over any given year for each Fall Semester new course delivery.

Initiation
During January or February, the Department Chair formally notifies the Registrar’s Office and the Director of UMOnline that a new blended or fully online course will be offered during the upcoming Fall Semester. The promptness of this notification is critical since UMOnline and Instructors need adequate time for quality course development. Once notified, UMOnline internally identifies the Instructional Design Team that will work on the project (Instructional Designer, Accessibility Specialist, Media Artist, Videographer, etc.).

Scope
In February, UMOnline conducts the initial planning meeting with the Instructor(s) and the Instructional Design Team. The purpose of this meeting is to gather high-level information about the course and overall project. Generally speaking, all Subject Matter Expert(s) are identified (e.g. Instructors, Guest Experts, etc.) and pertinent course audience issues are discussed. Instructors share any constraints that may be involved in the project. Delivery options are defined (percentage of face-to-face and online course time for blended courses, any use of Zoom for fully online courses, etc.). A timeline for completing deliverables (LMS topics, video content, etc.) is clearly laid out. The Instructional Designer shares the UMOnline Course Rubric with the instructor(s) to use as a guide for quality assurance. Instructor knowledge of the LMS and accessibility is gauged so that the UMOnline team can provide appropriate training and support if needed.

Analysis
No later than March, the team begins storyboarding the course content. Following backward design principles, learning outcomes that align with the syllabus are identified by the Instructors. Formative and summative assessments that provide acceptable evidence of outcome achievement are outlined. Course content is then framed around the outcomes and assessments. The essential “Topics” for the course are established and added to the LMS. Specific content areas requiring video and audio multimedia content (graphics, video, audio, etc.) are identified. The overall visual design of the course is discussed and the Media Artist begins providing samples for Instructor review.

Next, the Instructor and Instructional Design Team use the storyboard to build out one topic, using the desired resources and activities in the LMS. Graphic design, multimedia content, external web links, external documents, etc. are added. Once the Instructor approves the topic structure and content flow, all other topics are based on this template so that consistency is built into the course design.

Development
The development phase of the course, which generally begins in May and runs through August, is the most time intensive period in the Course Development Process. The Instructional Designer advises the Instructor as they gather assets and write course content using LMS resources (such as Pages, Books, etc.) and external authoring programs. The Videographer and the Instructor begin developing video and audio content and the Media Artist creates the course branding and graphics. The Instructional Designer advises on student activities that effectively assess the learning outcomes and that increase active learning and student engagement with course content, with other students, and with the Instructor. Course syllabus alignment, UMOnline Course Rubric quality indicators, and accessibility checks are continuously reviewed so that no “after the fact” retrofitting is required. When all activities have been created in the course, the Instructor shares their reflections, peer feedback, and student evaluations with the Instructional Design Team. Any needed course adjustments are made in preparation for the course’s next delivery.

Quality Assurance
By August, the course is developed and ready for full review using the UMOnline Course Rubric. Feedback from peers on the Committee for Online Learning is also provided to the Instructor. Adjustments to the course content are made as needed before the course is opened to students for Fall Semester.

Delivery
While the Instructor is delivering the course, the Instructional Design and UMOnline Tech Support Teams provide on-going support, as needed by the Instructor. Gaining early feedback from students using an LMS Questionnaire may also be used by the Instructor.

Review
Upon course completion, the Instructor shares their reflections, peer feedback, and student evaluations with the Instructional Design Team. Any needed course adjustments are made in preparation for the course’s next delivery.