

**COURSE DEVELOPMENT SCHEDULE COMPONENTS**

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Traditional 8 week course new build example:	Development Start:	7/4/2018				Type Legend							
	Launch Date:	10/25/2018			S	Sequential							
	Total Business Days:	82			P	Parallel							
										Responsibility Charting			
Phase	Phase Deadline	Deliverables/ Outputs	Task ID	Task	Type	Dependent On	Length	Resources	Responsible	Accountable	Consulted	Informed	
Pre-Planning [1]	6/21/2018 [2]	Scope of Work	1	Meet to discuss upcoming terms and known course offerings	S	- -		Calendar/List of course offerings by term	PM, Lead ID, and other Stakeholders as appropriate	PM and Lead ID			
			2	Evaluate existing courses and determine the depth and breadth of course development and design needed: Redesign, Refresh or Update	S	1	Course Review Worksheet -Course Feedback -Student course evaluations -Faculty Feedback -Student Support Feedback -Instructional Designer Feedback -Textbook/Materials information (i.e. copyright dates, editions, etc.) per course as relevant	PM		IDS, Student Support, Faculty			
			3	Courses are categorized by type and scope of work needed to prepare the course for the term it will be offered	S	2	-Updates and trends in the related Industry/Field content area as relevant -Any other data points	Lead ID		IDS, Student Support, Faculty			
		4	Preliminary Timeline	Determine firm dates for course deliverables	S	3		Lead ID		IDS			
		5	Roles & Responsibilities	Determine need for a SME and who the SME might be	S	3		PM		IDS			
		6	Determine ID		S	3, 4 and 5		Lead ID		IDS	PM		
Planning - Kick Off	7/5/2018 [3]	Shared Vision Among PM, SME, IDS	7	Define course vision	S	2	Course Review Worksheet -Course Feedback	PM, SME, IDS	PM	IDS, SME			
			8	Review Course Description	S	7	-Student course evaluations		PM	IDS, SME			
			9	Review Course Outcomes	S	8	-Faculty Feedback		PM	IDS, SME			
			10	Determine use of textbook	S	2	-Student Support Feedback -Instructional Designer Feedback -Textbook/Materials information (i.e. copyright dates, editions, etc.) per course as relevant		SME	PM	IDS		
		11	Key Assessment/Brainstorm Ideas	Begin design	S	9	-Updates and trends in the related Industry/Field content area as relevant -Any other data points		IDS, SME	PM			
		12	Timeline	Define Tasks	S	7,10, 11	any course development templates		IDS	SME	PM		
		13	Define Roles and Responsibilities		S	12			IDS	SME	PM		
		14	Assign Tasks and Due Dates		S	12, 13	calendar		IDS	SME	PM		
13	Orientation to workflow	Orient SME to design workflow	S	14	Google docs, templates, Bb and other development tools	IDS	PM	SME					
Design I- Final Assessment/ Project	7/19/2018 [4]	Key assessment(s) draft	14	Determine the type and number of key assessments	S	9		SME and IDS	SME	ID			
			15	Determine the weight/points for each assessment	S	14		SME and IDS	SME	ID			
			16	Draft the final/key assessments in alignment with the outcomes	S	14		SME and IDS	SME	ID			
			17	Decide upon types of assessment tools to carry out the assessments	S	16		SME and IDS	SME	ID			
			18	Refine the instructions/prompt	S	16		SME and IDS	ID	SME			
		19	Determine due dates	S	18		SME and IDS	ID	SME				
		Outline of curricular and instructional scaffolding	20	Outline curricular and instructional scaffolding	S	14, 16, 17		SME and IDS	SME	ID			

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		Identification of instructional materials/textbook(s) (if needed)	21	Choose, if desired, a textbook or other major course resource that supports the key assessments and outcomes					PM, SME, IDS	SME	IDS	PM	
		Approval of key assessment (s), textbook (if included in course), and scaffolding outline	22	Program Manager or designee approves key assessment(s), textbook (if included in course), and scaffolding outline					PM, SME, IDS	PM	SME & IDS		
		Communication of textbook	23	Approved textbook (if applicable) is communicated to program admin and student support for notification to bookstore and students	S	21			PM, SME, IDS	PM and Program Administrator	SME & IDS		
Design II- Draft Course Build in LMS	9/27/2018 [5]	Completed Course	24	Identify student skills and competencies necessary for successful completion of key-assessments									
			25	Ensure activities are fully described and necessary alignments established									
			26	Determine grade weighting									
			27	Complete and validate course rubrics									
			28	Ensure all assigned resources are complete and accessible									
			29	Ensure all activities are scaffolded to ensure student preparedness at any given stage of the course, including course completion									
			30	Ensure all identified skills and competencies necessary for completing key-assessments are addressed to the ID's satisfaction									
		Approval of Course as build in LMS	31										
Design III: Review of Course in LMS	9/27/2018 [6]	Completed and Reviewed Course Ready for QA	32	Walk Program Manager or designee through the course in the Learning Management System									
			33	Provide feedback on "low-hanging fruit" items that may be implemented before the QA phase									
			34	Provide feedback on larger, more ambitious items that will be discussed in the Post-Run Evaluation phase									
		Finalized and QA'd Course for Students	35	ID QA: Review the course examining functionality, correctness, and the UX. This review should be done from both an ID and a student perspective.									

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QA	10/4/2018 [7]		36	SME QA: During the Master Template QA the SME will review the course making sure to focus on content, correctness, and functionality. In addition the SME will check all links, videos, discussions, rubrics, gradebook, etc. . . The ID will provide the SME with a QA of Master Template form. The SME has a week to complete this step.									
			37	Course Copy: Once the ID and Course QA are complete and corrections are made, the ID makes course copies to create the individual live sections for the term. Copies are made as far in advance in the course launch as possible, no later than 5 days.									
		Teaching Faculty Instruction	38	Course Teaching Kick-Off: The Course Teaching Kick-Off is an onboarding meeting that is led by the SME and supported by IDS. Participants include the Teaching Faculty and the PM or designee. This is an opportunity for the SME to share the vision of the course and how the course was created in order to meet the articulated outcomes. The walkthrough will provide a general orientation.									
Post-Run Evaluation	12/27/2018 [8]	Course Development Close	39	Compile a Post-Run Evaluation									
			40	Review the course and the Post-Run Evaluation document and will add any suggestions or questions to be considered during the course's next Pre-Planning phase									

[1] Course development begins with robust pre-planning activities designed to identify the program's needs for Redesign, Refresh or Update of courses. This pre-planning phase brings together stakeholders with data relating to the courses, and results in a clear and shared understanding of what work is to be done and by whom.

[2] 18 weeks prior to course launch

[3] 16 weeks prior to course launch

[4] 14 weeks prior to course launch

[5] 5 weeks prior to course launch

[6] 4 weeks prior to course launch

[7] 3 weeks prior to course launch

[8] 1 week prior to course launch