Course Development Process Flow

*Purpose:* This process describes the inputs, activities and responsibilities to build or revise a TDI Education course that meets the high standards expected of our programs.



# **Dealing with Differences: Online MPH**

# **PART 1: LEARNING LAB INTAKE FORM**

*To be filled out by the Program Director, sent to Learning Lab\*, completed with Program Director and Faculty\*\**

## Program Information

* **Program:** (Online, Residential, or Professional Education) Online MPH
* **Program Director:**
* **Program Length & Delivery Method:** Hybrid – 22 month
* **Program Goal:** To produce health care leaders who are grounded in the skills to measure, organize and improve health and health care in a rapidly changing health care environment.

## Teaching Team

* **Subject Matter Expert:**
* **Curriculum Specialist\*:**
* **Instructional Designer\*:**
* **Technology Expert\*:**

## Course Information

* **Course Name: Needed from Program Director**
* **Course Status:** New
* **Course Duration**: (Start and end dates, #weeks & #hours): Jan 8-Feb 18, Feb 26-March 11, March 26-April 15th (11 weeks, 13 hours/week)
* **Course Credits: Needed from Program Director**
* **Course Delivery Method:** Online 12 hours, 1 hour live session
* **Course Prerequisite(s):** n/a
* **Course Goal\*: Needed from Program Director**
* **Course Level Objectives\*\*: Needed from Program Director and Faculty**
* **Integration Points with other Courses\*\*: Needed from Program Director and Faculty**

## Accreditation Requirements

*Master of Public Health degrees*

* **CEPH Competencies** measured within this course: **Needed from Program Director**
* **TDI Competencies** measured within this course: **Needed from Program Director**

## Additional Context

Please provide other information that might help the course development process, such as key insights from the curriculum planning process, conversations with course faculty, etc. Also, indicate if there are specific portions of the process needed, as in the case of a Course Refresh.

*When Part 1 of this form is complete, the Learning Lab and faculty will begin working on Part 2 (see below).*

**Overall Course Objective Formation and Design Flow**

Pre-meeting

Step 1

Step 2

Step 3: C

Step 4

**Completed by Program Director**

**SME Starts**

**Complete with Learning Lab**

# **PART 2: COURSE DEVELOPMENT PARTNER PROCESS**

*To be completed by the role indicated in italics for each step.*

**Pre-meeting:**

*Who: Subject Matter Expert, Program Director, Learning Lab Director*

1. Define additional course-level learning objectives and topics
2. Establish timeframes for each aspect of course development process
3. Describe week flow, expectations, and guidelines (Learning Lab Manual)

**Step 1: Identify course needs and constraints (*Appendix A*: Course Map Worksheet)**

*Who: Subject Matter Expert*

Fill out Course Map, considering the following questions:

1. What are your ideas for teaching the above Competencies, and Course Level Objectives?
2. What content do you already have for teaching this course?
3. What content do you anticipate needing for teaching this course?
4. What are the options for sequencing the learning objectives in this course?
5. How will students demonstrate their learning in this course?
6. How will students be evaluated?
7. Based on your experience, what are the common pitfalls with learning the skills/concepts of this course?
8. What aspects of the learning environment do you anticipate being most challenging in delivering the course content?
9. What aspects of your teaching style do you anticipate being most challenging in delivering the course in this delivery method?

**Step 2: (De)Construct learning objectives blueprints (to check understanding)**

*Who: LAB (Curriculum Specialist, Instructional Designer), using Step 1 data*

Course Objectives and Competencies need to be broken down into milestones/manageable steps, we will call them weekly learning objectives.

1. draft level, concept, and condition of each learning objective
2. describe in detail what it looks like to successfully achieve learning objective (rubric)

**Step 3: Curriculum Team Meets to Finalize Course Learning Objectives**

*Who: Subject Matter Experts, Curriculum Specialist, Instructional Designer*

For each learning objective,

1. agree on level, concept, and condition identification
2. agree on description of detail what it looks like to successfully achieve learning objective (assessment rubric)
3. identify how students will be assessed at each step of the student journey

**Step 4: Asset identification**

*Who: Subject Matter Expert, Curriculum Specialist, Instructional Designer, Academic Technology Consultant*

Agree on content that provides the needed information to successfully achieve each learning objective. Start with covering the evidence needed. For each learning objective,

1. map out students’ journey (reading, watching, practicing, feedback, incorporate feedback)
2. identify how students will be assessed at each step of the student journey
3. identify purpose and time estimate of each point along the journey relating to learning objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objective** | **How Student demonstrates learning objective (ACTIVITIES)** | **Assets (TOOLS)** | **Evidence of competency**  **(Assessment Rubric)** | **Time** |
| Copied from above... | FLESHED OUT | **ASSET IDENTIFICATION**  (Identify readings, teaching tools necessary to communicate the concepts) | Copied from above... | Estimate of hours |

**Step 5: Create a hard copy of course for LMS (Canvas blueprint contract and deadlines)**

*Who: Subject Matter Experts & Curriculum Specialist, Instructional Designer refine*

1. In a word document, author all **Assessments** (Quiz, Discussion Board Prompt, Writing Prompt, Paper, Project, Live Session, etc.)
2. Write instructions
3. Write questions, prompts, templates, in a word document
4. Write answer key AND rubric
5. Write Adobe Live Session Plan (see Step 8)
6. Provide **Readings and citations**
7. SME and Curriculum Specialists **Read** and estimate time
8. List Parameters (Focus and Ignore) and Purpose (How is this an ingredient?)
9. Identify Gaps from Readings
   1. Design how to fill Gaps from Readings
10. Write **Scripts for video lectures**
    1. Storyboard images with narration
11. Construct **Syllabus** (student-teacher contract), SME to personalize

*There should now be a complete copy of the course on paper. The next steps involve production of assets and putting the course into an LMS.*

**Step 6: Production of Content Assets (lectures, videos, exercises, etc.)**

*Who: Instructional Designer, Academic Technology Consultant, Subject Matter Expert*

1. Create Video Lectures
   1. Record Audio Script
      1. Edit Audio
      2. Edit Script to template
         1. Import script into LMS under appropriate course files
         2. Link script PDF in module
         3. Test script in student mode
   2. Build Slides in Template
      1. Format Font, Hierarchy, Size, Weight, Color
   3. Compile Graphics
      1. Edit Graphics
      2. Cite Graphics
2. Send Audio recording and slide deck for review
3. Once approved:
   1. Produce Video in Camtasia
      1. Adjust Canvas Size
      2. Add splash screen
      3. Map audio to slides
      4. Build animations
      5. Add transitions
      6. Test project in timeline
      7. Export project
      8. Test finished product
      9. Upload video to Wistia
         1. Edit title in correct format
         2. Edit thumbnail
      10. Link Wistia and LMS noting final time
      11. Test video link from LMS

**Step 7: LMS Site Build**

*Who: Instructional Designer and Academic Technology Consultant*

1. Build LMS content from Hardcopy, linking in all Assets
2. Create Assessments: 2 Parts (LMS Infrastructure & Assignment Instructions)
   1. Build Assignments in LMS & link in Module
      1. Build Discussion Boards & Instructions
         1. Link Discussion Board in Module
         2. Test Discussion Board
         3. Create/Add Templates if any
      2. Build Quizzes & Instructions
         1. Link Quiz in Module
         2. Test each quiz question
         3. Create/Add Templates if any
      3. Build Adobe Links
         1. Link Adobe in appropriate page
         2. Test Adobe link
      4. Test every link as a student
      5. Export slide deck as PDF
         1. Import PDF of slides into LMS under appropriate course files
         2. Link slides PDF in module
         3. Test slides in student mode

**Step 8: Structure Synchronous Live Lesson/Classroom time framework and prep**

*Who: Subject Matter Expert, Curriculum Specialist, and Instructional Designer*

1. Identify the learning objectives that require knowledge and skills to be demonstrated in a synchronous environment other than an asynchronous assignment.
2. Use session to reinforce those skills practiced in the Tuesday assignment

**Step 9: Course Delivery**

*Who: Subject Matter Expert & Curriculum Specialist*

1. Feedback given to students on assignments within 24 hours
2. Answer student questions as they come up
3. Live Session prep including slides, questions, agenda, and hosting
4. Finalize grades
5. Plan remediation if needed

**Step 10: Course Evaluation**

*Who: Subject Matter Expert, Curriculum Specialist, Instructional Designer*

1. Course evaluation questions are written at a programmatic level and given to students after the course.
2. The team debrief at the end of the course to evaluate if students successfully achieved every learning objective, therefore proving competency requirements for Accreditors.
3. The team assesses how the content delivery and evaluation of each learning objective was achieved, identifying areas for improvement and areas of success

Appendix A: Course Map Worksheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name:**  To be filled out by PD | **Course Duration:** | | |
| **Council on Education for Public Health** **Competencies** |  | | |
| **TDI Competencies** |  | | |
| **Additional Course Objectives** | To be filled out by PD and Faculty | | |
| **Big Idea & Enduring Understanding (1 year later students remember):**  *If there were one thing you wanted students to know about this content, what would it be?* | | | |
| **Declarative Knowledge: Students will know…**   1. **Key definitions and terms**: 2. **Concepts:** | | | |
| **Procedural Knowledge: Students will be able to…** | | | |
| **Evidence that students understand and have achieved the goals** | | | |
| *Activities become your means of evaluating students.*  **What activities would you do along the way to assess if students are “getting it”?** | | | |
| **Materials for teaching (articles, videos, activities)** | | **Have or Create it?** | **Learning Objective** |
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| **Application to Real life work:** | | **CEPH Competencies Assessed:**  **TDI Competencies Assessed:**  **Additional Course Objectives Assessed:** | |
| *Worksheet adapted from Alexandria City Public Schools* | | | |