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CLL 1-02A

RESPONSIBLE ORGANIZATION: Center for Learning and Leadership (CLL)

REVIEW DATES:

APPROVED BY: Assistant Vice President of Operational Excellence, Planning, and Learning (AVPOEPL)

DATE: 09/01/2024

SUBJECT: Course Development and Revision Procedure

This procedure can be referenced to Policy Number: CLL 1-02 Course Development and **Revising Policy.**

PURPOSE

The purpose of this procedure is to outline the process for the development and revision of courses produced by the CLL department.

DEFINITIONS

Academic Technology Services (ATS): Source for information and support on the learning technology used in Logan University's classrooms and labs.

Curriculum & Content Development Team (CCD): Team of instructional designers, project managers, and content development experts that support the development and refinement of educational content and resources for Logan University's programs and initiatives.

Director of Curriculum & Content Development (DCCD): Member of Logan University's Curriculum and Content Development team with additional expertise in development of educational resources and programs, project management, and instructional and assessment strategies.

Director of Production and Design (DES): Member of Logan University's Curriculum and Content Development team with additional expertise in production management, data and project tracking, quality assurance, and design principles.

Instructional Designer (ID): Member of Logan University's Curriculum and Content Development team with expertise in the design and development of interactive learning experiences.

Program Director/Leader (PD): Directs one or more educational programs at Logan University. Subject Matter Expert (SME): Content expert contracted to propose content and assessments for a course or educational resources in their field of expertise.

Workforce includes employees, volunteers, trainees, contractors, and other persons under the direct control of the covered entity, whether or not paid by the covered entity.

PROCEDURE

A. Submitting a Course Development Form Request

- 1. To initiate the process of creating a new or revised course, the Program Director (PD) will submit a Course Development Request Form alongside any necessary supporting documentation, including approval forms from the Curriculum Committee.
- 2. Director of Curriculum & Content Development (DCCD) reviews the Course Development Request Form submission.



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- a. If additional information is needed, the DCCD will request the information from the PD.
- b. Once all required information has been submitted, DCCD will email Instructional Designer (ID), Subject Matter Expert (SME), and Program Director (PD) the following:
 - i. acknowledgment of the form submission,
 - ii. a link to program folder, and
 - iii. detailed instructions for the completing the Course Design Plan.
- 3. Once the ID receives acknowledgement, the ID will:
 - a. request the project working folder in Sharepoint from the Design and Production (DES), who will invite all project stakeholders to the SharePoint project folder(s).
 - b. request a project schedule from the Director of Design and Production (DES), and
 - c. create the course development shell in Canvas.
- 4. Once the SME receives the acknowledgment email, the SME completes the Course Design Plan under the advisement of the PD.
- 5. Once the PD approves the Course Design Plan, PD will submit the Course Design Plan to the DCCD.
- 6. DCCD will:
 - a. review the Course Design Plan;
 - b. request clarification or additional information, if needed, and
 - c. submit the Course Design Plan to DES for permissions and copyright check.
- 7. Upon DES notification of the permissions and copyright check, the ID will:
 - a. schedule and lead the project kickoff call, and
 - b. provide the project team with any materials required for review prior to the kickoff call.
- 8. After the Kickoff Meeting, the SME undertakes the following actions:
 - a. develop a comprehensive course storyboard,
 - b. initiate the creation of instructional materials, and
 - c. submit the finalized storyboard to the PD for approval.
- 9. After the storyboard is reviewed and approved, the PD will submit it to the ID for final review.
- 10. During the ID review process, the ID will undertake the following tasks:
 - a. review the approved storyboard,
 - b. submit it to the DES to verify compliance with permissions and copyright regulations, and
 - c. provide the SME with the copy-edited storyboard for the implementation of any necessary revisions.
- 11. Upon receiving feedback from the ID, the SME will:
 - a. address the comments provided,
 - b. resubmit the materials to the PD for approval of the storyboard, and
 - c. supply the ID with the PD-approved storyboard and relevant instructional materials for further review.

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- 14. Upon receipt of the instructional materials, the ID will submit them to the DES for copy editing, as well as for the review of permissions and copyright compliance.
- 15. Upon receipt of notification from the ID, the SME will collaborate with Academic Technology Services (ATS) to record course videos.
- 16. The ID will request that the SME submit a video sample to the ATS, with the DES facilitating communication.
- 17. ATS will provide feedback to the SME regarding the video sample.
- 18. Based on ATS video feedback, the SME will:
 - a. revise the video,
 - b. submit PPTs for copyediting to DES,
 - c. record videos using copyedited PPTs, and
 - d. ensure each video's Close Captioning (cc) is accurate and error free.
- 19. Upon completing the collection of all essential components, including the storyboard, instructional materials, and videos, the ID will:
 - a. develop a course prototype within the Canvas development shell,
 - b. document any inquiries that require further clarification in a Gaps Analysis, and
 - c. grant access to both the course prototype in the Canvas development shell and the Gaps Analysis to the SME.
- 20. Upon the granting of access to the Canvas Shell and Gap Analysis by the ID, the SME will:
 - a. conduct a thorough review and provide responses to the Gap Analysis
 - b. update the design plan and storyboard in accordance with the findings from the Gap Analysis.
- 21. Upon completion of the Gap Analysis by the SME, the ID will proceed to update the course prototype within the Canvas development shell, reflecting the SME's feedback on the identified gaps.
- 22. The ID will notify the DES that the Canvas course is ready for the final Quality Assurance (QA) process. The Canvas development shell will undergo a final copyediting process, and permissions check, to ensure no new errors have been introduced, as well as a QA review by the Curriculum & Content Development Team (CCD).
- 23. Upon notification from DES that the final Quality Assurance (QA) process has been completed, the ID will:
 - a. implement any necessary revisions based on the internal QA review,
 - b. submit the document for stakeholder review,
 - c. adjudicate and incorporate any feedback received from stakeholders,
 - d. resubmit the document for final approval, and
 - e. formally close out within project in the CCD Project Tracker.



B. Significant Content Change Request

Significant content changes are defined as modifications that require the remapping of the design plan and/or a restructuring of course content.

- 1. Should a requested change be classified as significant, the ID will notify the DCCD.
- 2. The DCCD will review the proposed changes to determine if they qualify as significant.
- 3. If a change is identified as significant, DCCD will consult with the Program Director to discuss the implications of the changes.
- 4. The Program Director will fill out a new Course Development Form to initiate the process for the course changes.
- 5. Once the form is submitted, a new project will be initiated, focusing on the development of the course changes.

APPENDICES

Appendix A: Course Development Form Request

- Appendix B: Course Design Plan
- Appendix C: Storyboard
- Appendix D: List of Responsibilities by Role

ENFORCEMENT

The violation of this procedure may lead to disciplinary action, which may include a performance review conducted by the respective college head, termination of contracts, or restrictions on privileges.

APPROVAL AND AMENDMENTS

Changes to this procedure may be necessary at times. At a minimum, the policy will be reviewed and approved on an annual basis. All modifications to this policy will be evaluated by the Policy Committee in accordance with Logan's Mission, Vision, and Values. The CLL department will maintain this policy, including a record of any changes, and it will be available for inspection.

REVISION HISTORY

Version	Primary Author(s)	Description of Version	Date Completed
1.0	Leslie Jecker	Initial Version	XX/XX/XXXX



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Appendix A: Sample Course Development and Revised Proposal Form

	e Development Request
	o submit a project/task to the Curriculum and Content Development e complete the following form (one request per form).
	roject to the Curriculum and Content Development Team, please complete the
following form	n (one request per form).
Your Email Ad	Idress
Select or ente	r value •
Course Numb	ver *
LMS Integrati	on *
Select all that ALEKS	Connect H5P Labster Other NA
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Course Design Plan

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Appendix B: Sample Course Design Plan

	MSSR630			Prescription	Credit Hours	-	-	Accredidation Requirements			
SME	SME Name									ework in response to individual changes in conditioning. ercise prescription framework for the development of muscular strength, muscu	
Prerequisites	PROGCODE Exercise Prescripti	ion for Special Reputations	Corequis		None		1	endurance and flexibility.	ded industry standard en	ercise prescription namework for the development of musicular strength, musicu	
rerequisites		on of agriculture regulation of	Corequis		- And		-	3. Knowledge of Industry Standard exercise prescription guidelines for strength, aerobic, and flexibility-based exercise fo			
Course Description	Develop evidence-informed exercise programs to achieve desired fitness outcomes and goals. Implement training principles for enhancement of cardiorespiratory fitness, muscular fitness, body composition, flexibility, and balance.				healthy clents, clents with increased risk, and clents with controlled disease. 4. Knowledge of the principles of reversibility, progressive overload, individual differences and specificity of training, and how they relate to exercise prescription.						
Required Textbook 1. ACSM's Resources for the Exercise Physiologist 3rd Edition (ISBN: 978-1-075153-16-8) 2. ACSM's Exercise Testing and Prescription 2nd Edition (ISBN: 978-1-075197007-0)						 Knowledge of the training principles that promote improvements in muscular strength, muscular endurance, cardiorespiratory fitnes and fieldbilly. Knowledge of the accuracy of HRR, VO2R, peak HR method, peak VO2 method, peak METs method, and the RPE Scale. 					
Curriculum Committee Approval Date 3/18/2024						 Skill in progressing exercise programs, according to exercise prescription principles, in a safe and effective manner Knowledge of determining exercise intensity using HRR, VO2R, peak HR method, peak VO2 method, peak METs method, and the 					
LMS Integrations	None				Scale. 9. Knowledge of the minimal threshold of physical activity required for health benefits and/or fitness development.						
Assignment Groups and	Discussions - 25% Assignments - 40% Quizzes - 35%							11. Knowledge of the types of re resistance equipment, pneuma	sistance training progra tic machines, bands).	xercise prescription framework for the development of cardiorespiratory fitness. ms (e.g., total body, split routine) and modalities (e.g., free weights, variable ions, rest periods, order of exercises) and chronic training variables (e.g.,	
Course Learning Outcom	nes and Objectives						1	periodization).	au, volume, sets, repetit	ons, resignments, order or exercises) and circumic channes variables (e.g.,	
	d procedures used for exercise	prescription.					1		ions and techniques for	injury prevention and exercise assistance.	
	cal activity recommendations						1	14. Knowledge of safe and effer			
	frequency, intensity, time, and t						1			g overcloses. e in the use of resistive equipment (e.g., stability balls, weights, bands, resistanc	
	e volume and progression are inc	cluded in the exercise prescri	ption proce	55.			1	bars, water exercise equipment		a defense (e.g. and de ender and a serie a general restaure	
1.4 Calculate aerobic exe	ercise volume and intensity#						1			ns of a wide variety of cardiovascular training exercises based on client experien	
2. Examine exercise pres	scriptions used to improve phys	sical fitness.					1	skill level, current fitness level and goals.			
	escriptions used to improve card						1			cises for enhancing musculoskeletal flexibility.	
	scriptions used to improve musc						1			e muscular strength and endurance exercises (e.g., free weights, weight machin	
	prescriptions used to improve fie		nal moveme	nt ability				resistive bands, Swiss balls, bo	dyweight and all other m	ajor fitness equipment).	
	scriptions used to improve body of							19. Skill in prescribing exercise	using the calculated % 1		
	scriptions used for individuals ar									imunicating updates to exercise prescriptions.	
								21. Knowledge of periodization	(e.g., macro, micro, mes	ocycles) and associated theories.	
3. Design an exercise pre			-								
3.1 Design an exercise pro	rescription to improve cardioresp	siratory fitness	_								
3.1 Design an exercise pro 3.2 Construct an exercise	rescription to improve cardioresp e prescription to improve muscle	piratory fitness fitness									
3.1 Design an exercise pro 3.2 Construct an exercise 3.3 Develop an exercise p	rescription to improve cardioresp e prescription to improve muscle prescription to improve flexibility	siratory fitness fitness , posture, and functional mo		εγ.							
3.1 Design an exercise pro 3.2 Construct an exercise 3.3 Develop an exercise 3.4 Formulate an exercise	rescription to improve cardioresp e prescription to improve muscle prescription to improve flexibility e prescription to improve body c	siratory fitness fitness , posture, and functional mo		ty.							
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Appendix C: Sample Storyboard

Design Plan | MSSR630 | Exercise Prescription Curriculum & Content Development

LEADERS Made

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MSSR630 | Exercise Prescription | Storyboard Storyboarding Explained

The Storyboard is a tool to organize raw content, often taken from the Course Map or Program Map, into a cohesive, detailed course. This document is designed to outline the learning content, page by page, in the Logan University online, 7-week, objective base learning course.

In subsequent pages, the SME (Subject Matter Expert) will see typical components in a Logan University online course, with instructions for how to complete each component.

For ease of viewing this large document, open the Navigation pane.

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Appendix D: List of Responsibilities by Role

Program Director (PD)	Subject Matter Expert (SME)	Instructional Designer (ID)	Director of Curriculum and Content Development (DCCD)	Director of Production and Design (DPD)	
 Submit Course Development Request Form Approve Course Design Plan Approve course storyboard 	 Develop Course Design Plan Develop course storyboard Create instructional materials Implement revisions to Course Design Plan and storyboard based on copyright and permission review and copy edit 	 Schedule and lead project kickoff call Document progression through project schedule Advise SME as needed during development process 	 Review Course Development Request Form Provide Course Development Request form acknowledgement, access to program folder, and instructions for Course Design Plan 	 Create project working folder and project schedule Conduct copyright and permissions review Route materials through copy edit 	