

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.

- 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.

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

Appendix A: Sample Course Development and Revised Proposal Form

Course Development Request

Welcome! To submit a project/task to the Curriculum and Content Development Team, please complete the following form (one request per form).

Let's Get Started!

To submit a project to the Curriculum and Content Development Team, please complete the following form (one request per form).

Your Email Address

Select or enter value

Course Number *

LMS Integration *

Select all that apply.

☐ ALEKS
 ☐ Connect
 ☐ HSP
 ☐ Labster
 ☐ Other
 ☐ NA

Curriculum Committee Sign Off *

Select or enter value

What type of development is needed? *

☐ New Course
 ☐ Course Revision
 ☐ Quick Fix
 ☐ CLL/CCD Task

Total Week Duration *

How many weeks is the course? (7-Week, etc.)

Select or enter value

Description *

Include a brief description of the development work needed.

Appendix B: Sample Course Design Plan

Course Design Plan										
Course Code	MSD630	Course Title	Exercise Prescription	Credit Hours	3	Accreditation Requirements 1. Knowledge of adjusting the exercise prescription framework in response to individual changes in conditioning. 2. Knowledge of the recommended industry Standard exercise prescription framework for the development of muscular strength, muscular endurance and flexibility. 3. Knowledge of industry Standard exercise prescription guidelines for strength, aerobic, and flexibility-based exercise for apparently healthy clients, clients with increased risk, and clients 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. 5. Knowledge of the training principles that promote improvements in muscular strength, muscular endurance, cardiorespiratory fitness, and flexibility. 6. Knowledge of the accuracy of HR, VO2R, peak HR method, peak VO2 method, peak METs method, and the RPE Scale. 7. Skill in progressing exercise programs, according to exercise prescription principles, in a safe and effective manner. 8. Knowledge of determining exercise intensity using HR, VO2R, peak HR method, peak VO2 method, peak METs method, and the RPE Scale. 9. Knowledge of the minimal threshold of physical activity required for health benefits and/or fitness development. 10. Knowledge of the recommended industry Standard exercise prescription framework for the development of cardiorespiratory fitness. 11. Knowledge of the types of resistance training programs (e.g., total body, split routine) and modalities (e.g., free weights, variable resistance equipment, pneumatic machines, bands). 12. Knowledge of acute (e.g., load, volume, sets, repetitions, rest periods, order of exercises) and chronic training variables (e.g., periodization). 13. Knowledge of spotting positions and techniques for injury prevention and exercise assistance. 14. Knowledge of safe and effective Olympic weight lifting exercises. 15. Skill in identifying and correcting improper technique in the use of resistive equipment (e.g., stability balls, weights, bands, resistance bars, water exercise equipment). 16. Knowledge of the benefits, risks and contraindications of a wide variety of cardiovascular training exercises based on client experience, skill level, current fitness level and goals. 17. Skill in teaching and demonstrating appropriate exercises for enhancing musculoskeletal flexibility. 18. Skill in teaching and demonstrating safe and effective muscular strength and endurance exercises (e.g., free weights, weight machines, resistive bands, Swiss balls, body weight and all other major fitness equipment). 19. Skill in prescribing exercise using the calculated % 1-RM. 20. Skill in recognizing the need for progression and communicating updates to exercise prescriptions. 21. Knowledge of periodization (e.g., macro, micro, mesocycles) and associated theories.				
SME	SME Name									
Prerequisites	PROCODE Exercise Prescription for Special Populations	Corequisites	None							
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.									
Required Textbook	1. ACSM's Resources for the Exercise Physiologist 3rd Edition (ISBN: 978-1-875155-16-8) 2. ACSM's Exercise Testing and Prescription 2nd Edition (ISBN: 978-1-875187007-0)									
Curriculum Committee Approval Date	3/18/2024									
LMS Integrations	None									
Assignment Groups and Weights	Discussions - 25% Assignments - 40% Quizzes - 35%									
Course Learning Outcomes and Objectives	1. Analyze standards and procedures used for exercise prescription. 1.1 Identify current physical activity recommendations. 1.2 Identify how exercise frequency, intensity, time, and type of exercise can be manipulated to enhance fitness. 1.3 Examine how exercise volume and progression are included in the exercise prescription process. 1.4 Calculate aerobic exercise volume and intensity. 2. Examine exercise prescriptions used to improve physical fitness. 2.1 Compare exercise prescriptions used to improve cardiorespiratory fitness 2.2 Classify exercise prescriptions used to improve muscle fitness 2.3 Distinguish exercise prescriptions used to improve flexibility, posture, and functional movement ability 2.4 Analyze exercise prescriptions used to improve body composition 2.5 Examine exercise prescriptions used for individuals across the lifespan 3. Design an exercise prescription to improve multiple domains of physical fitness 3.1 Design an exercise prescription to improve cardiorespiratory fitness 3.2 Construct an exercise prescription to improve muscle fitness 3.3 Develop an exercise prescription to improve flexibility, posture, and functional movement ability 3.4 Formulate an exercise prescription to improve body composition 3.5 Create a multidimensional exercise program.									
Topic	Instructional Content	Ungraded Practice	Rubric	Assessment	Rubric	Outcome/Objective	Assignment Group	Accreditation Item	Time on Task	APA Citation/Copyright Compliance Recommendation
Calculator										
Week One: General Principles of Exercise Prescription										
Preparticipation Health Screening Process	Bayles, M. P. (2023). ACSM's exercise testing and prescription. Wolters Kluwer Health. Pages 40-60	Know Before you Go	N/A	Objective quiz & Ch 8 Case study assignment (first two questions)	N/A	1.1	Quizzes	9	4 hours	Recommended APA Citation (GLOBA) Bayles, M. P. (2023). ACSM's exercise testing and prescription (2nd ed., pp. 40-60). Wolters Kluwer Health. (Read Pages 40-60)
General Principles of Exercise Prescription	Bayles, M. P. (2023). ACSM's exercise testing and prescription. Wolters Kluwer Health. Pages 144-158	Know Before you Go	N/A	Objective quiz	N/A	1.2	Quizzes	2, 4, 5	3 hrs 20min	Recommended APA Citation (GLOBA)
Exercise Progression	Bushman, B. A. (2018). Developing the P (for Progression) in a FIT-VP Exercise Prescription. ACSM's Health & Fitness Journal, 22(3), 6-9.	Know Before you Go	N/A	Objective quiz	N/A	1.3	Quizzes	1	1 hr	Recommended APA Citation and Open Access Link: Bushman, B. A. (2018). Developing the p (for progression) in a FIT-VP exercise prescription. ACSM's Health & Fitness Journal, 22(3), 6-9. DOI: 10.1249/HFJ.0000000000000378. https://journals.lww.com/acsm-healthfitness/Fulltext/2018/05000/Developing_the_p_for_progression_in_a_fit-06.006.aspx
Calculating Aerobic Exercise Intensity and Volume	Bayles, M. P. (2023). ACSM's exercise testing and prescription. Wolters Kluwer Health. Pages 144-153	Know Before you Go	N/A	Calculation assignment	N/A	1.4	Assignments	6, 8	5 hrs	Recommended APA Citation (GLOBA)

Appendix C: Sample Storyboard

Design Plan | MSSR630 | Exercise Prescription
Curriculum & Content Development



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)
<ul style="list-style-type: none"> • Submit Course Development Request Form • Approve Course Design Plan • Approve course storyboard 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Schedule and lead project kickoff call • Document progression through project schedule • Advise SME as needed during development process 	<ul style="list-style-type: none"> • Review Course Development Request Form • Provide Course Development Request form acknowledgement, access to program folder, and instructions for Course Design Plan 	<ul style="list-style-type: none"> • Create project working folder and project schedule • Conduct copyright and permissions review • Route materials through copy edit