Overview of CITL’s Program and Course Development Processes and Timelines

This document is intended to give faculty, instructors, and academic units information about the Program Development, Course Development, and Course Revision support that CITL offers. The document contains timelines, descriptions of the processes, and feedback from previous partners.

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# Program Development Timeline (General)

This timeline assumes a summer or fall program launch. (*Fall 2025 in this example*)

CITL requires at least two development cycles prior to program launch for sufficient planning and preparation. Ideally three development cycles (Fall, Spring, Summer, then Program Launch).

CITL incorporates pedagogy, andragogy, and online teaching strategy support and coaching throughout the program and course design process.

* **Fall 1 (Fall 2024)** – Program planning, resource development, and template development
* **Spring 1** **(Spring 2025) –** Course Development (*typically the first 2-3 courses offered in the program*)
* **Summer 1** **(Summer 2025)** – Course Development
* **Fall 2 (Fall 2025)** – Program Launch and Continued Course Development
* **Future Development Periods** – Course Development and/or Course Revisions (*will vary by program*)
	+ Varies based on the number of courses that need to be developed for the program
	+ Varies based on program completion model and timelines
* **Regular meetings between Academic Program Director and CITL**—to update design schedule (if needed), to make program/course design adjustments based on student and/or faculty feedback, to adjust the process if needed, etc. (Minimally monthly, recommend biweekly during development)

# Program Planning – Fall 1 (with Academic Program Director)

* Previous partners estimate this takes ***15.9 hours average***, ranging from 7-24 hours.
* Develop/finalize course offering matrix (degree completion plan & curriculum map)
* Program Planning
	+ Program Goals and Program Learning Outcomes (PLOs)
	+ Audience determination
		- *Includes discussion of pedagogy/andragogy & design strategies.*
	+ Program Structure (accelerated, 16W, full year vs fall/spring, rolling start or not, etc.)
* Develop course design schedule (including recruiting faculty/instructors to be course authors)
	+ Typically 2 or 3 courses are developed per cycle (Spring, Summer, Fall) based on:
		- Course sequence and prerequisites
		- Allowing for the development of courses the term before they will be offered to ensure technology is current and design/teaching strategies are fresh in the mind of the faculty.
	+ Plan development or revision of all courses required for the program, with some elective options.
	+ Plan revision of all courses that will be developed (typically three years after development).
		- Historically, one revision cycle has been included in program grants.
		- This could include the 2nd revision of courses that were revised instead of originally developed during the initial development cycle.
* Develop a Canvas Course Template
	+ - *Includes discussion of pedagogy/andragogy & design strategies.*
* Develop a Syllabus Template & any other program-specific templates/tools.
* Develop program-level support documents/resources (varies based on program design and need)
	+ Website for the Online Program
	+ Instructor Handbook
	+ Student Handbook
	+ A HUB

## Program Development Feedback from Previous Partners

### Do you recommend that other units/departments that are developing or revising online programs work with CITL to get program planning and development support?

* 100% responded “yes”

### What do you feel was the most beneficial thing about working with CITL on program-level planning for your program?

* Discussions and inquiry about the program revisions and Collaborative nature of CITL consultation.
* Their attention to detail and design expertise.
* Having access to program and course designers that are knowledgeable about current best practices for online asynch courses.
* Helping us define the audience and align the program to that audience (although it is still a work in progress).
* Overall commitment and consistency and project management approach. Eric is a pleasure to work with.
* Creating the handbooks and course alignment supports.
* It was helpful for alignment of the program and consistency!

### Testimonials

* I think we should do a better job of promoting CITL design support in our departments.
* This process is excellent and really helps with the program level planning!
* We worked closely with CITL while developing our new Cannabis Science Graduate Certificate Program. Their help was invaluable. There are numerous details involved in setting up such a program, and CITL staff are knowledgeable and up to date on current best practices for designing and implementing online asynchronous academic programs for adult learners. Our program has been significantly improved by their help and guidance.
* Eric has been great in helping us build our program from defining our audience to discussions on content delivery and consistency. He really listened to what we were looking for and provided guidance/suggestions for aspects we weren't sure of or provided a different way to think about certain items.
* Working with Eric at the Center for Inclusive Teaching and Learning (CITL) has been an incredibly rewarding experience. Eric's expertise and dedication were instrumental in enhancing my health and wellness coaching curriculum. He not only provided invaluable insights but also collaborated closely with me to revise program-level student resources, develop coaching competency assessments, design modules, and create engaging learning activities. Throughout our collaboration, Eric consistently demonstrated his availability, enthusiasm, productivity, and resourcefulness. His passion for inclusive teaching and learning shone through in every interaction, making the process not only efficient but also enjoyable. Eric's commitment to excellence and his unwavering support significantly enriched the quality of my curriculum. I am immensely grateful for Eric's guidance and partnership, and I wholeheartedly recommend him to anyone seeking a dedicated and skilled professional in the field of education and curriculum development.

# New Online Course Development Timeline (per course)

**Completion Date:** Last Friday of Faculty Contract in May

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Weekly Goals | Estimated Faculty Time | Completion Date |
| 1 | * Meeting to discuss the design process and timeline.
* Begin work on CLO Alignment Worksheet A (*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
 | **Phase 1 Planning (CLO A & B)**3-36 hours*10.8 hours avg* | 1st Friday in February |
| 2 | * Begin curating/creating content (faculty/instructor)
* Continued work on CLO Alignment Worksheet A
* Discuss Accessibility Guidelines
 | 2nd Friday in February |
| 3 | * Finalize CLO Alignment Worksheet A
* Begin CLO Alignment WS B
 | 3rd Friday in February |
| 4 | * Continued Work CLO Alignment WS B
* Continued course content work (faculty/instructor)
 | 4th Friday in February |
| 1st Progress Checkpoint – CLO WS A complete, CLO WS B complete, content curation underway |
| 5 | * Begin work on Module Planning WS (*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
* Continue content creation (faculty/instructor)
 | **Phase 2 Planning (Unit WS)**3-48 hours*14.2 hours avg***Course Material Development**3-160 hours*29.8 hours avg* | 1st Friday in March |
| 6 | * Continue work on Module Planning WS (Minimally Module 1 finalized)
 | 2nd Friday in March |
| 7 | * Module Planning WS Complete
* Begin Canvas Build (*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
 | 3rd Friday in March |
| 8 | * Module 1 & all associated content created in Canvas
* UDOIT Course Accessibility Check complete. All errors and suggestions corrected.
 | 4th Friday in March |
| 2nd Progress Checkpoint – Module 1 complete in Canvas and entire course meets Accessibility standards |
| 12 | * Course is 100% built in Canvas (*alignment, pedagogy/andragogy, online design strategy support)*
* All supporting documents are complete
* Entire course passes UDOIT Course Accessibility Check
* Final Course Cleanup Meeting
 | **Course Build in Canvas** 4-40 hours*16.4 hours avg* | 4th Friday in April |
| 3rd Progress Checkpoint – Entire Course Built in Canvas and Accessibility Compliant |
| 13 | * Faculty completes Pre-review WS & Course Review
 | **Faculty Course Review**0.5-6 hours*2.2 hours avg* | 1st Friday in May |
| 14 | * CITL Staff complete course reviews
 | -- | 2nd Friday in May |
| 15 | * Course Post-Review Meeting
 | 1 hour | 3rd Friday in May |
| 16 | * All necessary revisions completed (if necessary)

**Final deadline for grant payment receipt** | **Course Revisions**1-10 hours*2.6 hours avg* | May 24, 202412:00 pm (noon) |

This document is designed to give instructors (authors) a detailed timeline for course development. This schedule yields the design team adequate time for development and a course review and revision (if necessary) before official offering.

\*\*Average time spent to develop a 3-credit course is **76.1 hours total** (14.5-300.0 hours)

# Online Course Revision Timeline (per course)

**Completion Date:** Last Friday of Faculty Contract in May

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Weekly Goals | Estimated Faculty Time | Completion Date |
| 1 | * Meeting to discuss the design process and timeline.
* Complete Course Review and/or Course Revision Alignment Tool
 | **Phase 1 Planning & Reflection**2.5-15 hours*6.6 hours avg* | 1st Friday in February |
| 2 | * Begin curating/creating content (faculty/instructor)
* Start work on Course Revision Alignment Tool (*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
* Discuss Accessibility Guidelines
 | 2nd Friday in February |
| 3 | * Continued work on Course Revision Alignment Tool
 | 3rd Friday in February |
| 4 | * Continued work on Course Revision Alignment Tool (*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
* Continued course content work (faculty/instructor)
 | 4th Friday in February |
| 1st Progress Checkpoint – CLO WS A complete, CLO WS B complete, content curation underway |
| 5 | * Begin work on Module Planning WS(*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
* Continue content creation (faculty/instructor)
 | **Phase 2 Planning (Unit WS)**2-15 hours*6.4 hours avg***Course Material Development**7-20 hours*12.5 hours avg* | 1st Friday in March |
| 6 | * Continue work on Module Planning WS (Minimally Module 1 finalized)
 | 2nd Friday in March |
| 7 | * Module Planning WS Complete
* Begin Canvas Build
 | 3rd Friday in March |
| 8 | * Module 1 & all associated content created in Canvas
* UDOIT Course Accessibility Check complete. All errors and suggestions corrected.
 | 4th Friday in March |
| 2nd Progress Checkpoint – Module 1 complete in Canvas and entire course meets Accessibility standards |
| 12 | * Course is 100% built in Canvas (*alignment, pedagogy/andragogy, online design strategy, and online teaching best practices support)*
* All supporting documents are complete
* Entire course passes UDOIT Course Accessibility Check
* Final Course Cleanup Meeting
 | **Course Build in Canvas**5-20 hours*11.5 hours avg* | 4th Friday in April |
| 3rd Progress Checkpoint – Entire Course Built in Canvas and Accessibility Compliant |
| 13 | * Author completes Pre-review WS & Course Review
 | **Faculty Course Review**1-5 hours*2.5 hours avg* | 1st Friday in May |
| 14 | * CITL Staff complete course reviews
 | -- | 2nd Friday in May |
| 15 | * Course Post-Review Meeting
 | 1 hour | 3rd Friday in May |
| 16 | * All necessary revisions completed (if necessary)

**Final deadline for grant payment receipt** | **Course Revisions**1-4 hours*2.3 hours avg* | May 24, 202412:00 pm (noon) |

This document is designed to give instructors (authors) a detailed timeline for course development. This schedule yields the design team adequate time for development and a course review and revision (if necessary) before official offering.

\*\*Average time spent to revise a 3-credit course is **48.1 hours total** (18.5-79.0 hours)

## Course Development and Revision Feedback from Previous Faculty

### Do you think the support you received from CITL improved the design of your online course?

* 100% responded “yes”

### Do you think the support you received from CITL improved the design of your online course?

* 100% responded "yes”

### If you were to offer suggestions or insights to instructors who design courses with CITL in the future, what would those suggestions be?

* Deeply engage with the process of backwards design because that will make this process feel more intuitive.
* To think about their course thoroughly, regarding students learning objectives, assessments, and how to build interactive engagement in the delivery.
* Listen first. Best thing ever was Eric listening to my dream for the class without interrupting before we started...for a whole hour almost. Then he came back the next week with ideas and we brainstormed. Think before you work is a Great process!!
* Go in with an open mind.... Don't expect to simply move your regular class to an online format.
* Anticipate and budget your time.
* Do it at a time that you can enjoy the process...if you have a lot on your plate or are feeling really stressed, you might not be able to relax and soak in everything that's offered.
* Really forces you to think about intentional planning and preparing for the entire course, not week by week.
* Spend lots of time on the front-end brainstorming.

### What part(s) of the design process did you find most beneficial?

* Establishing Learning objectives (CLO & SLO)
* Reorganizing the material into smaller, more focused units.
* I loved the planning process and the great ideas for putting social classroom activities online that Eric suggested for many of my modules.
* Though tedious, the module planning sheet helped tremendously when actual course building in Canvas began.
* Backward design and having to really flush out the course learning objectives. I also learned a ton about using Canvas to its full potential.
* Talking through my ideas with Erin, templates, Erin created the Canvas backbone of my course.
* The most beneficial part was creating a course aligned learning outcomes and assessments. The initial planning made the course activities and content make more sense.
* Critical feedback from someone outside of the specific area of study.
* The thinking through worksheets- broke content/skills/instruction down in manageable chunks.
* Erin had many great ideas to better the class. I appreciated her insight about incorporating OneNote for the portfolio submissions, it worked really well.
* Technical aspects of online course activities, recommendations for engagement, discovering CITL templates.
* The conversations that we have integrated my approach to teaching with the need to have a tight effective course. I felt that I could have my own teaching style integrate within the suggested structure. Having the flexibility to create, share ideas, get great feedback and suggestions has been key to being supported in this process.
* Got feedback on assignments and course activities and checked accessibility.
* Having someone to bounce ideas off of and help me generate new teaching strategies.
* Nancy really helped me with the science aspect of my course. I really appreciated this expertise.

### Testimonials

* The process results in a much better course for our students.
* I appreciate how thoughtful the CITL team is with regards to the student experience as well as making it practical for the faculty to teach and grade. Very thoughtful!
* I really like working with CITL--I improve as an instructor every time!
* I loved the thoughtful pedagogical insights and creative teaching ideas that Eric provided!
* I think the level of transparency in grading, setting the purpose of the assignments, and creating a feeling of connectedness to the faculty and peers are the top things that I would say CITL helped me improve.
* I appreciate the deep listening that occurs, the ability to create a course that meets the needs of the current students that we have. I am confident that what we created will be effective and that I can reach out for assistance if problems arise. This has been a rewarding and helpful experience.
* Talk to CITL first before contemplating on a new course or to improve and existing course. You will be glad you did.
* Great support from knowledgeable staff, highly recommend learning some new skills for all those teaching online.
* This is a very productive use of time. You'll leave your CITL sessions feeling like you got work done and improved your course. (I can say more good things...ask me, I'm a BIG fan of this process.)
* The amount of time spent planning a course for online delivery is time well spent!
* Working with CITL was a WONDERFUL experience that I've already recommended to other instructors. The feedback and ideas I got from the collaborative process made the course far better than what I could have achieved designing the course on my own!
* I developed a brand new course for the Ed.D. program. Nancy made the the learning relevant and engaging. I have a better course because I was able to participate in this grant process.
* The CITL online course development program is a great resource to help instructors get started on designing new online courses, from suggestions for assessments to organization of Canvas course sites. I would recommend the program to anyone who has not yet developed an online course.
* Taking time to meet with the CITL consultant regularly was very helpful. Not only did it hold me accountable and keep me on track, they also provided great ideas and insights from an external perspective.