

EP-171 Appendix C – Roles and Responsibilities: Full course Design and Redesign

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References:

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04/22/2024

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Date

I. Purpose:

Establish standardized roles and responsibilities for designing and redesigning online courses.

II. Scope:

This Educational Procedure is applicable to all PPSC personnel.

III. Procedure:

A. Learning Designer (eLearning):

1. Role

Course design expert, consulting on effective development and delivery of instruction in the online learning environment, including: organization and structure, best practices and use of LMS tools, multimedia, and strategies for connecting with online students (examples: engaging with learning styles, universal design, adult learning principles, active teaching and learning).

2. Responsibilities

- a. Schedules initial meeting with subject matter expert to discuss processes of instructional design.
- b. Creates Course Map in collaboration with subject matter expert
- c. Collaborates with faculty member to determine timeline and as needed/requested
- d. Reports out to Associate Dean with plan timeline and also as milestones are met
- e. Shares expertise and suggestions on best practices for online environment
- f. Provides LMS technical and design support
- g. Advocates for the online student experience, while supporting pedagogy and learning objectives determined for the course
- h. Ensures that course development meets or exceeds the PPSC Best Practices for Online and Hybrid courses
- i. Loads all content and materials provided by faculty into LMS shell
- j. Proactively communicates and coordinates any changes in timeline or milestones with faculty
- k. Reviews with faculty SME the schedule of hours completed for course development tasks
- l. Submits completed course shell to different learning designer or other trained staff to complete PPSC Course Review checklist for quality assurance

B. Subject Matter Expert (SME) (or Faculty member/Instructor)

1. Role

Content or subject matter expert, the faculty or instructor who has requested or been tasked with developing the online course. Provides content in the topic area for the course within common course numbering system, determines order and flow of materials, works with publisher, Bookstore, and eLearning to integrate any third-party resources into the course, reviews all materials and resources prior to implementation.

**Note:* in this document we will use the term subject matter expert, whether or not the person developing the course is a full-time or part-time instructor.

2. Responsibilities

- a. Participates in instructional design analysis at initial meeting with course designer
 - This involves review of learning outcomes; intended student audience; content available; amount of materials appropriate to term length and level of course;

activities and assignments; discussion board questions; multimedia and accessibility; and the overall flow and organization of the course for successful online delivery. Best practice in course design includes the creation of a course map including all of these elements (see Learning Designer responsibilities)

- b. Meets regularly with assigned learning designer to make sure milestones are met in the development timeline, and keeps those meetings as a priority in their work schedules
- c. Provides content and materials to learning designer for upload to LMS on previously agreed upon schedule
- d. Allows for division of labor between designer and SME after providing content for upload, and does not make changes in LMS shell during development process except in collaboration with learning designer
- e. Proactively communicates and coordinates any changes in timeline or milestones with learning designer to meet deadlines for timely completion of tasks
- f. Assures that the course is fully developed and ready for quality assurance review at least two weeks prior to the first day of class
- g. Completes final review of materials, as flow of class information is appraised and final adjustments made with learning designer before the course goes live
- h. Reviews schedule of hours completed for course development tasks with learning designer. Submits schedule of hours and previously signed Course Design or Course Redesign application to division office for final signatures and payment.
- i. This is the end of the design/development stage for an online course shell. The faculty member takes the completed class to the next level (implementation) when it is delivered to students in the online environment. Ideally, the iterative process continues, as feedback on the course is evaluated and improvements are made based on those responses.











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Final Audit Report

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