Global Campus Course Design Process

Define
In this phase, the course developers and AOI host their initial meeting to discuss the course project expectations from both parties. It is important to note that the next phase, Design, is where the course content is created and selected to align to the course goals and objectives.

Initial Meeting Agenda
- Definition of roles (instructional designer (ID) and course developer) and scope
- Introduction to the course
- Timeline Considerations
- Review Global Campus quality standards
- Discuss next steps

Design
During the Design phase, the course content is strategically planned to support the course goals and objectives. Required resources should be identified and a working project timeline will be created during this phase.

Deliverables
- Working project timeline
- Design Matrix

Build
In the build phase, the course content is created. This will involve many parties including, but not limited to, IDs, course developers, and the media team.

Deliverables
- Syllabus
- Course schedule
- Course Content (assignments, videos, readings, etc.)
- Virtual Course Space (structure)
Depending on the course, this phase may also include:

- Textbook
- Proctored Exams
- Support materials list
- eReserve hard copies

**Review**
The course will be reviewed prior to delivery.

**Course Developer**
When reviewing, the Course Developer should review the following.

- Is all the content included in the virtual course space?
- Do all the graded components appear in the gradebook correctly?
- Are all the settings (i.e. availability) correct?

**Instructional Designer**
Is the course aligned with Global Campus quality standards?

**Deliver**
The instructor facilitates the online course in this phase. This may or may not be the same person as the developer.

**Support**
The ID or another Global Campus team member is readily available to support the instructor throughout the semester. Our goal is to help the instructor respond to the unique needs of the particular set of learners. This includes, but is not limited to:

- Facilitating discussion boards and groups
- Creating just-in-time learning for the students
- Providing valuable feedback to students
- Providing ad hoc tutorials
- Giving impromptu student assessments
- Promoting student interaction
- Adjusting current course content

**Evaluate**
After the course is delivered, it is important to reflect on the results and respond accordingly.

During the Evaluate phase, it may be useful to review:

- Student achievement of learning objectives/course goals
- Notes and edits made in the delivery phase
- Student evaluations/feedback

**Maintain**
After evaluating the course, make necessary revisions to the course prior to the next delivery term. This may require revisiting some of the phases above.