



CENTER FOR  
TEACHING EXCELLENCE

# Course Development Process

*Version 3.0, 09/2019*

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# I. Purpose

Southern Wesleyan University, through the Center for Teaching Excellence (CTE), seeks to ensure that master courses developed for online and graduate programs meet a minimum standard of quality course design and are delivered with consistent instructional practices. The course development process outlined below provides guidelines for faculty in terms of course development and instructional standards that should be followed. The goal of this process is to guide course developers and instructors and to maintain course standards that will ensure the optimal learning experience for our students.

# II. Scope

This policy applies to all online and graduate program master courses, their faculty developers, and instructors. While the policy does not apply to traditional courses, it may be adopted freely by any College, School, Division, or individual instructor for use.

# III. Definitions

**Course development standards:** See *Part V*.

**Program Leader:** Dean, Associate Dean, Division Chair, Program Director, or other designated position that has course development oversight of a particular program unit.

**Faculty Cornerstone:** A course designed for new full-time faculty members teaching on-site that contains information about the University, support resources, and Canvas training.

**SWU Faculty Online Onboarding:** Provides affiliate faculty with an orientation to the University, instructional training in Canvas, and explores best practices in online instruction. Required for all adjunct and part-time faculty.

**SWU Create:** A course that provides faculty with training and one-on-one consultation in the development of courses that adhere to the *Course Development Standards*. At the end of the course, faculty will have, at minimum, the framework for a complete course.

**Master Course Design Payment Levels:** Master courses are assigned a payment level based on the design workload required of the Course Developer that is outside of his or her contractual responsibilities. The levels are as follows:

**New online course design:** \$1000/course

**New face-to-face course design:** \$750/course

**Redesign of face-to-face course for online delivery:** \$500/course

**Redesign of online course for face-to-face delivery:** \$250/course

**Major redesign:** \$250/course

*Redesign of more than 50% of the course.*

**Minor redesign:** \$75/course

*Tweaking of the course (updating assignments, reorganizing)*

# IV. Process

## A. Major Course Development Process

Completed for all new courses and any major redesign.

- a. Program Leader identifies course for development and assigns Course Developer to the course. Deans Administrative Assistant provides CTE with initial contract.
- b. SWU Create
  - i. If the instructor has not completed SWU Create, instructor is enrolled and completes the training before beginning course development. Templates are included in the SWU Create course.
  - ii. If the instructor has completed SWU Create, CTE provides syllabus template and session overview template documents.
- c. Course Developer prepares draft syllabus (using *Syllabus Template*) and draft session overviews (using *Overview Template*) and submits to the Program Leader for approval.
- d. Once the course design is approved by the respective Dean, the CTE will build the course shell in Canvas, with the Dean/or Administrative Assistant conducting regular check-ins with the developer to ensure the course design aligns with their vision.
- e. Upon completion of Canvas course build-out, Course Developer completes the *Course Development Rubric* (See *Part VI*) and submits to the Deans Administrative Assistant.
- f. Dean reviews the course and sends to the CTE for review.
- g. Approval is given by the Dean and the CTE. The course and the contract are approved and submitted for payment (based on the master course design payment level) by the CTE. The CTE will add the completed course to the master course list.

## B. Minor Redesign Process

- a. There are two reasons that a course would need to undergo minor redesign:
  - i. Program Leaders, working with faculty, identify a need for a course to undergo redesign (e.g. new standards, textbook, editing, etc.)
  - ii. If a course has not been evaluated in two years, the course should undergo a reevaluation process.
- b. The CTE maintains a calendar of course development dates and will initiate the redesign process based on those dates. Program Leaders will assess the need for redesign upon notification.
- c. Program Leader identifies course for development and assigns Course Developer to the course. Deans Administrative Assistant provides CTE with initial contract.
- d. Upon completing an evaluation and update of the course, Course Developer adds notes in the areas where changes were made to the *Course Development Rubric* and submits to the Deans Administrative Assistant and the CTE.
- e. Both the Dean and CTE provide comments, and, if no substantial issues, provides updated *Course Development Rubric*.
- f. Once the contract is approved and submitted for payment by the CTE. The CTE will add the completed course to the master course list.

## C. Faculty Training

- a. Full-Time faculty, must complete **Faculty Cornerstone**, which provides information on the essential tools of Canvas that all instructors must use.
- b. All affiliate faculty members must complete **SWU Faculty Online Onboarding**

- c. All faculty who will develop a course are required to complete **SWU Create**, which reviews the entire *Course Development Standards* and explores their application.

## V. SWU Course Development Standards

### Category 1: Course Introduction & Information

1.1	"Introduction to the Course" page is set as the front page (home) and contains the following: <ul style="list-style-type: none"><li>a) An introduction to the course</li><li>b) A link to an introduction to the instructor (biography, photograph, and an appropriate self-introduction that presents the instructor as approachable and engaged)</li><li>c) A link to the embedded course syllabus page</li><li>d) A link to the support resources page</li></ul>
1.2	Course syllabus is easily located and provides complete and clear information as prescribed in the syllabus template.
1.3	Course contains information and links to campus resources, technical support and support for external tools, and an instructor's notes page with instructions for future course instructors.
1.4	Students are provided with an opportunity to introduce themselves to the class.

### Category 2: Learning Materials/Content

2.1	Course is well-organized, easy to navigate, and divided into appropriate modules. The purpose of each module and its relevance to students are clearly communicated.
2.2	Modules include module-specific learning objectives tied to course learning outcomes, and module activities are clearly related to these outcomes.
2.3	Course content and materials are of sufficient breadth and depth for the subject.
2.4	Faith components are tied to a clear learning outcome and are integrated in each module.
2.5	Course materials engage students in the learning process in various ways through print, multimedia, visuals, and real-life applications.
2.6	Course promotes student-to-student, student-to-instructor, and student-to-content interactions.

### Category 3: Assessment & Evaluation

3.1	Assessments are clearly aligned with course learning outcomes.
3.2	Assessments are varied in terms of type and frequency, and instructions provide clear expectations.
3.3	Assessments promote authentic application and critical thinking skills.
3.4	Performance standards, rubrics, and/or samples of exemplary/non-exemplary student work are provided.
3.5	Formative assessments, self-assessments, supplementary resources, and peer feedback opportunities (where appropriate) exist in the course.

### Category 4: Technology, Accessibility, & Feedback

4.1	The course leverages technology to enhance student learning and interactively engage students.
4.2	Course technologies are readily and easily accessible with the use of headings, alt tags, lists, meaningful links, labeled tables, and captioned video/transcribed audio.
4.3	The course uses appropriate formatting (font, color, etc.) to maximize readability and legibility.
4.4	All external links are functional.
4.5	The course includes a formative evaluation of instruction/course design—soliciting student feedback regarding course quality—at or prior to the midpoint of the course.



License.

## VI. SWU Course Development Rubric

For each category, check if the standard has been met and documented in the second box where the demonstration of the standard can be located in the course.

### Category 1: Course Introduction & Information

1.1	“Introduction to the Course” page is set as the front page (home) and contains: a) An introduction to the course b) A link to an introduction to the instructor (biography, photograph, and an appropriate self-introduction which presents the instructor as approachable and engaged) c) A link to the embedded syllabus d) A link to the support resources page	<input type="checkbox"/> Check if met
1.2	Course syllabus is easily located and provides complete and clear information as prescribed in the syllabus template.	<input type="checkbox"/> Check if met
1.3	Course contains information and links to campus resources, technical support and support for external tools, and an instructor’s notes page with instructions for future course instructors.	<input type="checkbox"/> Check if met
1.4	Students are provided with an opportunity to introduce themselves to the class.	<input type="checkbox"/> Check if met

### Category 2: Learning materials/Content

2.1	Course is well-organized, easy to navigate, and divided into appropriate modules. The purpose of each module and its relevance to students are clearly communicated.	<input type="checkbox"/> Check if met
2.2	Modules include module-specific learning objectives tied to course learning outcomes, and module activities are clearly related to these outcomes.	<input type="checkbox"/> Check if met
2.3	Course content and materials are of sufficient breadth and depth for the subject.	<input type="checkbox"/> Check if met
2.4	Faith components are tied to a clear learning outcome and are integrated in each module.	<input type="checkbox"/> Check if met

2.5	Course materials engage students in the learning process in various ways through print, multimedia, visuals, and real-life applications.	<input type="checkbox"/> Check if met
2.6	Course promotes student-to-student, student-to-instructor, and student-to-content interactions.	<input type="checkbox"/> Check if met


### Category 3: Assessment & Evaluation

3.1	Assessments are clearly aligned with course learning outcomes.	<input type="checkbox"/> Check if met
3.2	Assessments are varied in terms of type and frequency, and instructions provide clear expectations.	<input type="checkbox"/> Check if met
3.3	Assessments promote authentic application and critical thinking skills.	<input type="checkbox"/> Check if met
3.4	Performance standards, rubrics, and/or samples of exemplary/non-exemplary student work are provided.	<input type="checkbox"/> Check if met
3.5	Formative assessments, self-assessments, supplementary resources and peer feedback opportunities (where appropriate) exist in the course.	<input type="checkbox"/> Check if met

### Category 4: Technology, Accessibility, & Feedback

4.1	The course leverages technology to enhance student learning and interactively engage students.	<input type="checkbox"/> Check if met
4.2	Course technologies are readily and easily accessible with the use of headings, alt tags, lists, meaningful links, labeled tables, and captioned video/transcribed audio.	<input type="checkbox"/> Check if met
4.3	The course uses appropriate formatting (font, color, etc.) to maximize readability and legibility.	<input type="checkbox"/> Check if met



4.4	All external links are functional.	<input type="checkbox"/> Check if met
4.5	The course includes a formative evaluation of instruction/course design—soliciting student feedback regarding course quality—at or prior to the midpoint of the course.	<input type="checkbox"/> Check if met
		

Modified from the [Rubric for Online Instruction](#) by California State University, Chico, licensed under a [CC-BY 3.0](#) License.

Approved by \_\_\_\_\_ (CTE) \_\_\_\_\_ Date  
 Approved by \_\_\_\_\_ (Program Leader) \_\_\_\_\_ Date  
 Approved by \_\_\_\_\_ (Dean) \_\_\_\_\_ Date

DEV course copied to Master	Date for Next Review

## VII. Syllabus Design Template

### Course Number

### Course Title

### Course Description

Enter Course Description from catalog.

### Course Prerequisites

Enter course prerequisites

### Required Materials

Enter textbook, other resources here. Must include ISBN number.

### Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

### Program Learning Outcomes

Enter program learning outcomes

PLO#1	
PLO#2	
PLO#3	
PLO#4	
PLO#5	

### Course Learning Outcomes

Enter course learning outcomes, connect to program learning outcomes

		Aligns with
CLO#1		PLO(s)#
CLO#2		PLO(s)#
CLO#3		PLO(s)#
CLO#4		PLO(s)#
CLO#5		PLO(s)#

# Course Learning Assignments and Assessments

## Grading

Enter Grade Category 1 (e.g. Discussions)	Enter %
Enter Grade Category 2	Enter %
Enter Grade Category 3	Enter %
Enter Grade Category 4	Enter %
<b>Total</b>	<b>100%</b>

### Enter Grade Category 1 from table above – Enter %

Enter description for Grade Category 1. Provide guidelines, standards and rubrics.

### Enter Grade Category 2 from table above – Enter %

Enter description for Grade Category 2. Provide guidelines, standards and rubrics.

### Enter Grade Category 3 from table above – Enter %

Enter description for Grade Category 3. Provide guidelines, standards and rubrics.

### Enter Grade Category 4 from table above – Enter %

Enter description for Grade Category 4. Provide guidelines, standards and rubrics.

## GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numerical Value for GPA
	A	4.0
	A-	3.7
	B+	3.4
	B	3.0
	B-	2.7
	C+	2.4
	C	2.0
	C-	1.7
	D+	1.4
	D	1.0
	F	0.0

# Course Policies

## Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

## Late Assignment Policy

### Assignments

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Assignments are due by midnight on the days specified.

In the case of extenuating circumstances (such as hospitalization, childbirth, major accident, injury, military obligation, or bereavement), it is the responsibility of students to contact the instructor as soon as practicable. The instructor may waive the penalty for late work if the circumstances are justified.

Students must submit final course assignments no later than the last day of the term. No assignments are accepted after the last day of the term.

## Discussions

Students must submit discussion board postings during the time frame indicated.

## Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

## **Technology Requirements**

To be successful in this course, all participants are expected to ensure their technology equipment meets the recommendations provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to [helpdesk@swu.edu](mailto:helpdesk@swu.edu) or call 864.644.5050.

## **Academic Honesty**

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

## **Accommodations for Students with Disabilities**

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Academic Coordinator at the learning site where he/she attends classes. The Academic Coordinator will forward the materials to the Student Success Coordinator for Southern Wesleyan University.

## VIII. Overview Template

### Session 1 Overview

(Complete an Overview page for each session)

#### Introduction

Start your students off with an introduction that gets them thinking about the big picture elements of the course this week? What will they be learning? Why is it important? How does it relate to their lives and faith? Think about driving questions which might give them a greater desire to dig in for the answers. Be creative with how you present it. Include images or videos as appropriate. See the example below.

#### Learning Outcomes

Use this space to connect your course learning outcomes with the outcomes for this session (if any) and the assessments as appropriate.

#### Learning Activities

Tell students what they need to do in order to both prepare for the assessment (learning activities) and what assessments they must complete. Connect those assessments with the learning outcomes of the session/course.

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#### Discussions

Provide the full context for any discussion questions. Be sure to not only craft your questions for what students must respond with for the initial post, but also give direction on what expectations there are for the reply posts as well. Provide any special directions for the CTE designer in red or any rubrics in an appendix at the end of this document.

#### Quizzes

Provide the full directions for any quizzes. If you have specific questions, please add them as an appendix item or indicate that this will be from a publisher test bank. Provide any special directions for the CTE designer in red.

#### Assignments

Provide the full context for any assignments. Provide any special directions for the CTE designer in red or any rubrics in an appendix at the end of this document.

#### Credit Hour Matrix

As part of our accreditation requirements, we are required to document course preparation and academic engagement to ensure that courses meet the credit hour requirements. Students are expected to have a minimum of 11 hours of preparation per week per course and a minimum of 6 hours of academic engagement

per week per course. Hybrid courses meet for 3 hours, so at least 3 hours of online academic engagement must be present. Full details can be found in the [Credit Hour Guidelines](#).

Learning Activity/Assessment	Preparation	Academic Engagement
<b>Total Preparation: 11 hours</b> <b>Total Academic Engagement:</b> <b>6 hours</b>	Total:	Total: