The development and review of online and hybrid courses at the College of DuPage will take place through a coordinated effort by faculty, associate deans, and instructional design assistance to provide a continuous, inclusive support structure for online learning. This process addresses the entire course delivery process, including planning, development, and review.

Courses developed along the process outlined below are either under full development (i.e., completely new) or partial development (i.e., revised versions of previously approved master course files).

This document proposes steps for three stages of online course creation and deployment at the College of DuPage: planning, development, and review.

I.   Planning
II.   Development
III.   Review
IV.   Additional Considerations

I. Planning

The goal of the planning stage is for each sub-division or discipline to create a framework for building and revising online and hybrid courses.

A. **Online Learning Review Team**

Each sub-division or discipline will guide its own course creation, review, and revision process through an Online Development Team (ODT), consisting of the following:

1. 2-4 faculty members from within the sub-division or discipline[1]
2. Associate dean of the division
3. Associate Dean of Learning Technologies
4. Instructional designer

The rationale for having these teams is based on the idea that having greater faculty involvement and control at the sub-division/discipline level will foster maximum innovation, collaboration, and personal interest with regard to online teaching. Furthermore, by having an ongoing partnership between faculty, associate deans, and Learning Technologies, a wider range of perspectives with regard to future growth will be ensured.

B. **Online and Hybrid Learning Policy**

As a first step toward mapping the future of online learning within each sub-division/discipline, it should develop an **Online and Hybrid Learning Policy** for the use of the online and hybrid courses that it offers.

Each policy should address the following:

1. Short- and long-term goals for online instruction within the division, such as:
   a. Evaluating the need for new online and hybrid courses

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[1] Faculty members must have already completed the College of DuPage's Faculty Certification Course before beginning the Online and Hybrid Course Development Process.

       b. The number of online and hybrid courses the sub-division/discipline will offer in total

       c. Adding new online certificate or degree programs

       d. Offering alternative online programs, such as massive open online courses (MOOCs)

2. Guidelines for the use of master course files, including:
       a. The degree to which each discipline/sub-division can alter content
       b. The degree to which individual faculty members can alter content
3. Standardization of common course elements (menus, colors, fonts, etc.)
4. Co-teaching of online courses
5. A calendar or timetable for the following:
       a. Building, reviewing, and deploying new courses
       b. Ongoing review of existing courses
6. Application of policy to full-time versus part-time faculty
7. How feedback from student course evaluations will be used
8. Definition "hybrid course"
9. Guidelines for student-instructor and student-student communication
10. Recommendations for best practices in online assessment

NOTE: Each sub-division/discipline's Online and Hybrid Learning Policy must adhere to the College of DuPage's existing policies and procedures, as well as the review criteria outlined in the **College of DuPage Online Master Course Rubric**.

Policies will be collected and maintained by the College of DuPage's Instructional Technology Committee.

II. Development

The goal of the development stage is to provide a framework of support for faculty members throughout the creation process of their online or hybrid courses, articulating the rationale, goals, structure, resources, and pedagogical delivery for them.

A. Development Support

Online and hybrid courses that are designated for development or revision by a sub-division/discipline's ODT will be built by a faculty member with assistance from the Office of Learning Technologies. The faculty member will be considered the **lead builder** of the course and primary person responsible for its completion; an instructional designer will collaborate with the faculty member to provide assistance with utilizing technology tools as well as sound pedagogical delivery of course material. Additional support may be offered by the Teaching and Learning Center, the Library, and the Center for Access and Accommodations.

B. Design Document

Prior the building of a course begins, the faculty member responsible for it must complete a **design document**, providing a blueprint for the entire course, including learning goals and objectives, resources, activities, assessments, communication, and unit structure. This document can be completed with assistance from an instructional designer.

Once the design document has been completed, it will be submitted to the ODT for review. If it is approved, a course shell will be created for the faculty member to begin building the course.

III. Review

A. Pre-Deployment Review

The goal of the pre-deployment review is for the ODT to assess whether or not an online or hybrid course is ready to be offered to students.

The ODT will use the following documents to conduct this review:

1. College of DuPage Online Master Course Rubric
2. Completed design document
3. Online course syllabus

If the course meets the approval of the ODT and does not need further revision, it will be designated as "approved for deployment."

If the course needs further revisions, suggestions will be offered for improvement, along with a deadline for when they should be implemented. A subsequent meeting will then take place to ensure that such revisions have effectively been made. If they have, then the course will be designated as "approved for deployment."

B. Post-Deployment Review

All online courses at COD, whether approved previously or under the procedure outlined above, will be reviewed on an ongoing basis to discuss possibilities for further additions or revisions, based on student survey responses, the needs of the sub-division/discipline, emerging technologies, or other considerations.

IV. Additional Considerations

A. New Course Development Timetable

Although timetables for course planning, development, and review are to be determined by each sub-division/discipline, the following recommendation is offered for consideration:

1. Six weeks for course planning (planning and design document)
2. Six weeks for course development (building)
3. Four weeks for review and changes prior to deployment

B. Ongoing Support

Each faculty member developing an online or hybrid course is welcome and encouraged to meet regularly with the instructional designer for assistance with building, revising, maintaining, and using online courses throughout their development and active use. This support is offered but is not mandatory.

C. Master Course File

At the end of the first term in which the course is offered, Learning Technologies will export and retain a copy of the master course file.

D. Existing Online Courses

Online and hybrid courses approved under the previous development process will not be redeveloped from the ground up. However, they should be reviewed under the new process, each course with its own ODT.