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Course Redesign Project Plan

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Introduction

The goal of this project is to redesign 26 courses from the Schools of Administrative Sciences, Education, Basic Science and Engineering, and Humanities and Social Sciences. The project will be conducted during the course of four months. It will rely on the collaboration of three School Deans (note: one dean oversees two schools), one dean of academic affairs, one instructional designer, one instructional design contractor, one information technology specialist, one accounting officer and 12 subject matter experts. The project deliverables consist of the 26 courses fully developed in the learning management system (i.e. Moodle). The following project plan details the project scope, human and technological resources, deliverables and project timeline.

Project Scope

The goal of this project is to redesign 26 courses from the Schools of Administrative Sciences, Education, Basic Science and Engineering, and Humanities and Social Sciences. School Deans will select the courses for redesign according to the following priorities:

1. Completeness of the current version of the course (regarding availability of learning materials, activities and assessments for all 15 weeks).
2. How current course materials are – learning materials are five years old or less (with the exception of the use of seminal resources)
3. Availability of digital learning materials – all courses need to use digital learning materials to avoid problems associated with access to materials in hard copy.

The balance of courses to be selected among the schools will come from the popularity of each course/program. The process of course selection was concurrent with the preparation of this plan. The final list of courses that met the criteria listed above appear on the following table.

	Course Code	Course Name	Description
1.	BUS368	Informatics Auditing	Highlights the legal aspects that a systems engineer has to face and helps students to understand how to organize a systems auditing process, auditor functions, paper work management and informatics security.
2.	CES232	General Theory of Systems	Introduces students to basic systems principles, giving an introduction to systemic thought and the need for this approach.
3.	MAT236	Differential equations	Teaches students how to use differential equations as a tool, where principles are required, in order to solve pure science and applied sciences problems.

	Course Code	Course Name	Description
4.	BUS470	Public and Contemporary Administration	Shows the operations of public agencies, helping them learn to affect positive changes, regardless of whether they are working outside the agency as citizens or within the agency as managers. With a strong emphasis on ethics, it introduces the theories and scholarly literature in the field. In addition, it increases a student's chances of being effective by developing personal and interpersonal skills such as personal, management, communication, delegation, motivation, and decision making.
5.	BUS5103	Human Resources	Outlines a dynamic approach to coaching leaders. We research the latest advances in leadership development and insights into the "ROI" (return on investment) of coaching. Students will go through the analysis of multicultural assessment, including the major instruments and procedures, cognitive and educational assessment, and cross-cultural sensitivity and ethics.
6.	BUS5204	Organizational Design & Development	Focuses on how to effectively bring about meaningful and sustainable change in organizations. The course also explores key aspects of organization development including core theories and methods, Organizational Design in the international and world setting, practical applications, and the future of Organizational Design.
7.	EDU5100	Online Educational Research	Explores the impact of the communications revolution by examining factors related to the use of a shared information space, such as design issues, the effect of communications technology on group interaction, issues in supporting distributed groups, and the implications of computer communications for scholarly research.
8.	EDU5206	Higher Education Teaching and Learning	The focus of this course is on quality learning in universities and the important contributions made to desirable learning outcomes by the participants in the learning process. Students

	Course Code	Course Name	Description
			get involved in the approaches to learning adopted by the participants, their conceptions of the phenomena with which they engage, and the relationships between these and their learning context, a context that is becoming increasingly demanding and flexible.
9.	EDU5307	Online Learning Design, Evaluation and Technology	Helps students develop new competencies to enhance teaching techniques and manage instructional challenges in a variety of online educational settings. Assignments and discussions focus on how to plan, organize, design, teach, and evaluate course work according to tested principles for online learning. The course also covers multiple design methodologies specific to online or distance learning. The student will be able to assess learning environments, evaluate curricula, and address issues related to communicating via the Internet within various e-learning situations.
10.	EDU5310	Perspectives in Higher Education	Higher education reforms have created a more structured environment. The course asks whether the reforms have made institutions more important than the disciplines. We will also investigate the significance of massification, globalization, neo-liberalism and management for the governance of higher education.
11.	HPS366	Psychoanalytic and Psychotherapeutic Theories and Techniques	Recognizes the effects of psychoanalytical theory and technique on diagnosis and therapy technique of other work lines in Psychology.
12.	HPS367	Psychopathology of Children and Adolescents	Familiarizes students with the most frequent psychic disorders in infancy and adolescence.
13.	HPS478	Psychopathology of Adults and Elderly	Develops theoretical knowledge based on the main psychiatric syndromes from a classical

	Course Code	Course Name	Description
			clinical perspective tending to refine clinical and diagnostic capabilities.
14.	HPS479	Psycho-diagnosis	An approach to the psychological understanding of adult and child patients. This course is designed to address important elements of Psycho-diagnostic assessment and to develop students' skills in selection of assessment methods, integration of all assessment data, case formulation psycho-diagnosis and treatment planning based on assessment findings.
15.	SPS476	Subjectivity, Materiality and Speech	Studies the psychologist who undertakes an intervention is a facilitator to the individuals and communities that require the intervention. The main resource and the focus of action is speech, as speech is the means of reconstructing events.
16.	COM093C	English III	How to use compound adjectives, present progressive, time markers for future events, prepositions, modals verbs, simple past, simple present, present perfect, gerunds, simple future and do/does.
17.	COM094C	English IV	Learn about plagiarism and APA citations. How to use past perfect tense, time clauses in the past, wish, hope, recognize 'if' clauses and 'result' clauses in conditional sentences, conditional sentences and use concepts and functions of Subject and Direct Object within a sentence, both in active and passive voice.
18.	BUS481	Project Evaluation	Presents the general concepts, cycle, location and evaluation on project theory in order to determine its viability.
19.	BUS369	Financial Management and Negotiations	Helps students identify, assimilate and understand the fundamental aspects of financial management and its influence on business decisions. Students will understand and apply quantitative methods in the process of identification, formulation and problem solving in order to inform decision-making. The

	Course Code	Course Name	Description
			student will be able to use computers as technological support tools in the solution of problems and decision-making in the company.
20.	BUS781	Marketing Management Process	This course provides students with a foundation in the concepts and theories of marketing and marketing management. Participants will study marketing theory, market analysis, marketing mix strategy, strategic marketing, and measuring market performance. Students will learn the theories of the field including both key seminal literature and current published research.
21.	MAN354	Commercial and Fiscal Law	The student shall have the instruments to interpret and discuss Commercial and Fiscal Law and its application within the entrepreneurial, social and commercial context.
22.	COM091C	English I	To learn how to use language for introducing the family, describe things, make questions. Talk about actions in progress.
23.	COM092C	English II	How to use the imperatives, modal verbs, subjunctive, comparatives, past tense, verbs, prepositions, superlatives, infinitives/gerunds and there is/there are.
24.	MAN353	Entrepreneurial Diagnostics	Diagnoses the internal factors influencing the organization and compares them to a proposed model to have an idea of the changes to be done for adequate functioning.
25.	MAT360	Operational Research	Mathematical models, introduction to linear and non-linear programming, the simplex method, convexity, Kuhn-Tucker condition, Game theory, decision analysis, and network analysis, Queuing theory, birth and death processes.
26.	CMM231	Logistics	Presents the concept of logistics as the organization and distribution of goods, services, and personnel.

Resources

This section explains the resources that will be necessary for the successful completion of the project.

Human Resources

The following table lists the people who will collaborate during the process along with their main responsibilities.

Position Title	Responsibilities
Academic Dean	• Assign project, budget and resources • Oversee project • Certify completion
School Deans	• Select courses for redesign • Recommend subject matter experts • Evaluate completed courses

Instructional Designer	• Provide project overview to subject matter experts in preparation for hiring
	• Send contracts
	• Guide subject matter experts through the redesign process by means of
	  o Presentations explaining the tasks required to complete each milestone
	  o Worksheets that gather the necessary input from subject matter experts
	  o Web-based communication (e.g. email and video conferencing) to clarify questions
	• Evaluate worksheets for completion and accuracy
	• Certify completion of redesign work and authorization of compensation
	• Report on project progress

Instructional Design Contractor	• Guide subject matter experts through the redesign process by means of o Presentations explaining the tasks required to complete each milestone

Position Title	Responsibilities
	○ Worksheets that gather the necessary input from subject matter experts ○ Web-based communication (e.g. email and video conferencing) to clarify questions • Evaluate worksheets for completion and accuracy • Submit completed work to the instructional designer
Information Technology Specialist	• Set up course shells to be completed by instructional designer and instructional design contractor • Create user accounts as necessary • Grant appropriate permissions of access to redesign documents • Solve technical problems of all members of the team
Subject Matter Experts	• Complete training related to the redesign of the course • Complete worksheets with course goals, objectives, learning materials, activities and assessments
Accounting Officer	• Ensure hiring documents are received and completed • Disburse compensation of redesign work

Supporting Technologies

The following table lists the types of technologies that will be necessary to support all information and communication needs of the project.

Technology	Purposes
Gmail	• Send/receive contracts • Send redesign presentation links • Provide/receive authorization to work on redesign documents • General communication about logistics
Google Drive	• Host redesign presentations, documents and documents related to project logistics for all collaborating partners
Skype	• Host web conferences according to redesign process needs

Budget

Project budget shows only the budget that will be required to compensate the efforts of dedicated personnel. Technology costs were absorbed by operational budgets of related units.

Unit Price	Description	Total
$4,166.00	Instructional Designer monthly salary	$16,664.00
$3,100.00	Instructional Design Contractor monthly compensation	$12,400.00
$1,000.00	Subject Matter Expert compensation per course	$26,000.00
	Project Total	**$55,064.00**

Deliverables

The following are deliverables according to position titles.

Position Title	Responsibilities
Academic Dean	• List of redesigned courses
School Deans	• List of courses to be redesigned • List of recommended subject matter expert(s) per course • Course Evaluation Rubric per course
Instructional Designer	• 10 completed course shells • Course redesign project reports
Instructional Design Contractor	• 16 completed course shells
Information Technology Specialist	• Course shells • User accounts

Subject Matter Experts	• Worksheet 1
	  o Identification of course goal and main course assessment
	• Worksheet 2
	  o Design of the rubric for main course assessment
	• Worksheet 3

Position Title	Responsibilities
	o Break down of tasks to complete main course assessment o Identification of course objectives • Worksheet 4 o Assignment requirements documents (one for each assignment) • Worksheet 5 o Design of objective tests (if course required objective tests) • Worksheet 6 o Design of weekly units ▪ Introduction ▪ Learning materials ▪ Learning activities ▪ Assessments o List of course pre-requisites
Accounting Officer	• Compensation transfers

Project Timeline

The following steps comprise the course redesign project timeline:

1. Subject Matter Expert (SME) Orientation – meeting with potential SME's to communicate the nature of the task and workload requirements
2. SME Recruitment – send/receive contracts
3. Course Redesign Docs Setup – setting up folders for each course with redesign materials. Necessary permissions are granted.
4. Training & Work on Worksheet 1 – SME's receive training on analyzing content to derive course goal(s) and main course assessment(s). SME's work on deriving course goals and main course assessments.
5. Training & Work on Worksheet 2 – SME's receive training on designing the rubric(s) to evaluate main course assessments. SME's work on designing the rubric(s).
6. Training & Work on Worksheet 3 – SME's receive training on breaking down content into steps that are necessary to achieve course goals and deriving course objectives. SME's work on deriving steps and objectives.
7. Course Shell Setup – Information technology specialist sets up empty course shells for each course in redesign

8. Training & Work on Worksheet 6 Learning Materials – SME's receive training on choosing learning materials. SME's work on listing learning materials for each weekly unit.
9. Training & Work on Worksheet 6 Discussions – SME's receive training on composing discussion prompts. SME's write discussion prompts for each weekly unit.
10. Training & Work on Worksheet 2a – SME's receive training on designing the rubric to evaluate discussions. SME's work on designing the rubric.
11. Training & Work on Worksheet 4a – SME's receive training on specifying discussion requirements. SME's work on specifying discussion requirements.
12. Training & Work on Worksheet 4 (one, for each open-ended assignment, if applicable) – SME's receive training on specifying open-ended assignment requirements. SME's establish open-ended assignment requirements.
13. Training & Work on Worksheet 5 (one for each objective test, if applicable) – SME's receive training on specifying objective tests requirements. SME's work on determining objective tests requirements.
14. Training & Work on Worksheet 6 Assessments and Prerequisites – SME's receive training on listing assessments on the weekly units they are due and specifying prerequisites and system requirements that are necessary to successfully complete each weekly unit. SME's work on completing those sections of worksheet 6.
15. Training & Work on Worksheet 6 Intros – SME's receive training on introducing weekly units. SME's compose introductions to weekly units.
16. Course Shell Development – instructional designer and instructional design contractor enter content into course shells.
17. Course Syllabus Development – instructional designer and SME's work on preparing course syllabus including the information that was compiled in previous steps.
18. Course Review – instructional designer reviews course.
19. Official Course Evaluation – school deans evaluate course using institutional course evaluation rubric.
20. Certification of Completion of SME Work – instructional designer certifies completion of work and authorizes SME compensation.

See CourseRedesignTimeline.xlsx for a Gantt chart that illustrates the project timeline.

Risks

The large ratio of courses/SME's to instructional designer/instructional designer contractor calls for alternative ways to deliver presentations to SME's. This way, the availability or lack thereof of ID's time to present content at each stage will not delay the process.

Risk Management

Redesign presentations will be delivered as needed as narrated presentations SME's can watch prior to completing work on the different worksheets. The presentations address the following parts of the redesign process:

1. Working with Google Drive
2. Identifying the program(s) your course(s) belong to
3. Aligning your course with institutional competencies
4. Aligning your course with general education institutional outcomes (IF your course(s) are gen ed course(s))
5. Identifying Program Outcomes your course must help students achieve
6. Determining the activity students will be able to do in their daily/professional lives or more advanced courses with the knowledge, skills and/or dispositions they develop in this course
7. And rephrasing that activity as a course goal
8. Determining the main course assessment
9. Designing the rubric to evaluate it
10. Determining specific assignment requirements
11. Listing the steps that are necessary to prepare the product or to perform (main course assessment)
12. Listing the supporting knowledge, skills and/or dispositions (KDS) that are necessary to enable students to perform each step
13. Clustering the steps/KDS into weekly units
14. Deriving topics and objectives based on the diagram
15. About weekly units
16. Choosing learning materials
17. Designing learning activities
18. Evaluating discussions
19. The discussion rubric
20. Designing other assessments
21. Designing exams/quizzes
22. Weekly notes

The redesign presentations can be found as zip files in the following folder: https://onedrive.live.com/redir?resid=AAAC8AFD84365DAB!99688&authkey=!ALQwWqI1h7awUnU&ithint=folder%2cpng.