

Online Course Design Guidelines

A. COURSE OVERVIEW AND INTRODUCTION

General Standard: The overall design of the course, navigational information, as well as course, instructor and student information are made available to students at the beginning of the course.

1. Navigational instructions make the organization of the course easy to understand.
2. A statement introduces students to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.
 - a. This feature can be found as the Overview included in Content area, or as part of an orientation module in the course.
 - b. Instructor has provided the course description, how to successfully participate, and expectations.
 - c. This should be separate from the syllabus and written in student friendly language.
3. Instructor introduction and contact information is visible in an Instructor Widget.
 - a. Instructional Resources can be found at [The Link to Instructional Resources](#).
4. Syllabus complies with approved Syllabus Template is uploaded into the Content area.
 - a. Current approved version of the syllabus template is used.
5. The workload in the course is appropriate for the online learning environment.
6. Students are provided with an opportunity to introduce themselves to the class or to engage in a collaborative course orientation activity.
7. The course has been thoroughly proofread and is free of grammar and spelling errors.
8. Content is logically sequenced in the course and easy to navigate for students.
 - a. All activities in the course should be linked in the Content area of the Learning Management System.

B. LEARNING OBJECTIVES

General Standard: Learning objectives are clearly defined and explained. They support students' ability to focus on learning activities.

1. The course objectives are measurable, and address content mastery.
2. Each lesson's objectives are clearly stated and understandable to students.

C. ASSESSMENT AND MEASUREMENT

General Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives and are designed as essential to the learning process.

1. The types of assessments selected are consistent with learning activities and measure the achievement of stated objectives and learning outcomes.
 - a. Assessments and learning objectives align in a clear and direct way. The assessment formats provide a reasonable way to measure stated learning objectives.

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2. Specific and descriptive criteria are provided for the evaluation of students' work and participation.
 - a. Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course.
 - b. Students have clear guidance as to the expectations and required components of work and participation.
3. Guided and independent practice opportunities are provided (formative assessments, reflections, etc.).
 - a. Students have ample opportunity to measure their own learning progress.
 - b. Students learn more effectively if they receive frequent, meaningful and timely feedback.
4. Online tools are appropriately used to assess objectives.
 - a. Assessments are varied to provide multiple avenues for the demonstration of mastery and accommodate multiple learning styles.

D. RESOURCES AND MATERIALS

General Standard: Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.

1. Appropriate/accessible instructional materials support the stated learning objectives.
 - a. Course materials, resources and learning objectives align in a clear and direct way.
 - b. The course materials and resources provide a reasonable base to achieve the stated learning objectives.
2. Links to outside material are clearly labeled and have proper descriptions
 - a. Example: How to write in APA (web link)
 - b. Example: Justifications and equations (video)
3. The visual design of the course material is appropriate for the online environment and consistent with Universal Design.
 - a. Visual design will meet Universal Design Guidelines as well as College Policy.
4. Modules and topics are named descriptively and appropriately.
5. All resources and materials used in the course are appropriately cited (MLA, APA, or other appropriate format).

E. INTERACTION

General Standard: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

1. The types of learning activities selected are consistent with the achievement of stated course and module objectives and learning outcomes. (Student – Content)

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2. Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.
 - a. All online course should include interaction between the instructor and the students and between the students and the content.
 - b. The degree and type of student-to-student interaction may vary with the discipline and the level of the course.
3. Clear standards are set for instructor response and availability (turn-around time for e-mail, grades posted, etc.). Standards adhere to the current contract. Instructors use a "@gfcmsu.edu" e-mail address.
 - a. Information clearly indicates how quickly the instructor will respond, when feedback will be provided and when the instructor is available to meet.
4. The requirements for student-student, student-content, and student-instructor interaction are clearly articulated.
5. The instructor has indicated the best method of contacting them, in order to assure sufficient instructor-student interaction in a timely fashion.

F. COURSE TECHNOLOGY

General Standard: To enhance student learning, course technology should enrich instruction and foster student interactivity.

1. The selection and use of tools and media supports the learning objectives of the course and is integrated with learning activities.
2. The selection and use of tools and media enhances student interactivity and guides students to become more active.

G. STUDENT SUPPORT

General Standard: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

1. Third party and ad hoc support links are provided when non-LMS resources are used for instruction, assessment or enrichment.
2. All courses have the eLearning Help Widget included on the course homepage.
(Recommend adding)

H. ACCESSIBILITY

General Review Standard: Access to course resources is in accordance with the American with Disabilities Act.

1. The course syllabus meets ADA requirements.
 - a. All courses should direct students GFC MSU's ADA services on their campus.
 - b. The syllabus should include the ADA statement as found in the syllabus template.
2. Course Documents are created using headers, limited use of tables, and are easily read by a screen-reader.

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3. Videos are close captioned for the hearing impaired and easy to play/download.
4. Color is used sparingly and carefully in the LMS, and meets College Policies.