

## Course Development Sheet

Distance Learning Programs is pleased to provide our faculty with essential standards as a guideline to utilize during course development. These are based on the *Quality Matters* from the University of Maryland rubric which is developed on national research and standards. As you design your course, please refer to these standards to ensure that your course will be a more effective teaching tool for your students.

### ESSENTIAL STANDARDS

#### COURSE OVERVIEW AND INTRODUCTION

<input type="checkbox"/> Navigational instructions to make the organization of the course easy to understand.	Instructions provide a general course overview, guide the new student to explore the course website, and indicate what to do first, rather than list detailed navigational instructions for the whole course.
<input type="checkbox"/> A statement introduces the student to the course and the structure of student learning.	The instructor's statement gives the new student an idea of how the learning process is structured, including schedule, communication modes, types of activities, and assessments.

#### LEARNING OBJECTIVES (COMPETENCIES)

<input type="checkbox"/> Course learning objectives describe outcomes that are measurable.	Measurable course learning objectives precisely describe what students are to gain from instruction (in specific, observable terms), and then guide instructors to accurately assess student accomplishment.
<input type="checkbox"/> Module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	Measurable module/unit learning objectives precisely describe specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course.

#### ASSESSMENT AND MEASUREMENT

<input type="checkbox"/> The types of assessments selected measure the stated learning objectives and are consistent with the course activities and resources.	Assessments, learning objectives, and learning activities align in a clear and direct way, so that each compliments and reinforces one another. The assessment formats provide a reasonable way to measure the stated learning objectives.
<input type="checkbox"/> The course grading policy is transparent and stated clearly.	The points, percentages, weights, and letter grades for each component of the course grade are clearly stated, as well as their relationship to each other. The instructor's policy on late submissions is clearly stated.
<input type="checkbox"/> Specific and descriptive criteria are provided for the evaluation of student's work and participation.	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. These criteria are stated up front at the beginning of the course.

#### RESOURCES AND MATERIALS

<input type="checkbox"/> Instructional materials support the stated learning objectives.	Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives.
<input type="checkbox"/> Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	The materials are robust and create a rich learning environment. The level of detail in supporting materials is appropriate for the level of the course. The materials represent up-to-date thinking and practice in the discipline.

#### LEARNER ENGAGEMENT

<input type="checkbox"/> Learning activities promote the achievement of stated learning objectives.	Activities and learning objectives align in a clear and direct way. The activities provide a reasonable way to measure the stated learning objectives.
<input type="checkbox"/> Learning activities foster instructor-student, content-student, and (if appropriate) student-student interaction.	All online courses should include instructor-student and student-content interaction. The degree and type of student-student interaction may vary with the disciplines and the level of the course.
<input type="checkbox"/> Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc).	Information clearly indicates instructor response time for key events and interactions, including email turnaround time, time required for grade postings, discussion postings, etc.

#### COURSE TECHNOLOGY

<input type="checkbox"/> The tools and media support the learning objectives of the course and are appropriately chosen to deliver the content of the course.	Tools and media used in the course support related learning objectives, and are contextually integrated with texts and lesson assignments. Technology is not used simply for the sake of using technology.
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#### ACCESSIBILITY

<input type="checkbox"/> The course acknowledges the importance of ADA requirements.	There should be a statement in the course that tells students how to gain access to ADA services at their institution.
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## Course Development Sheet - Continued

ADDITIONAL STANDARDS
COURSE OVERVIEW AND INTRODUCTION
<input type="checkbox"/> Etiquette expectations with regard to discussions, email and other forms of communication are clearly stated.
<input type="checkbox"/> Self-introduction by the instructor is appropriate and available online.
<input type="checkbox"/> Students are requested to introduce themselves to the class.
<input type="checkbox"/> Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.
LEARNING OBJECTIVES (COMPETENCIES)
<input type="checkbox"/> Learning objectives are stated clearly and written from the students' perspective.
<input type="checkbox"/> Instructions to students on how to meet the learning objectives are adequate and stated clearly.
<input type="checkbox"/> Learning objectives address content mastery, critical thinking, and core learning skills.
ASSESSMENT AND MEASUREMENT
<input type="checkbox"/> Assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.
<input type="checkbox"/> "Self-check" or practice types of assignments are provided for timely student feedback.
RESOURCES AND MATERIALS
<input type="checkbox"/> The purpose of each course element is explained.
<input type="checkbox"/> Instructional materials are logically sequenced and integrated.
<input type="checkbox"/> All resources and materials used in the online course are appropriately cited.
LEARNER ENGAGEMENT
<input type="checkbox"/> The requirements for course interaction are clearly articulated.
<input type="checkbox"/> The course design prompts the instructor to be active and engaged with the students.
COURSE TECHNOLOGY
<input type="checkbox"/> Tools and media enhance student interactivity and guide the student to become a more active learner.
<input type="checkbox"/> Technologies required for this course are either provided or easily downloadable.
<input type="checkbox"/> Course components are compatible with existing standards of delivery modes.
<input type="checkbox"/> Instructions on how to access resources at a distance are sufficient and easy to understand.
<input type="checkbox"/> Course design takes full advantage of available tools and media.
LEARNER SUPPORT
<input type="checkbox"/> Course instructions articulate or link to a clear description of the technical support offered.
<input type="checkbox"/> Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.
<input type="checkbox"/> Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.
<input type="checkbox"/> Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.
ACCESSIBILITY
<input type="checkbox"/> Course pages and course materials provide equivalent alternatives to auditory and visual content.
<input type="checkbox"/> Course pages have links that are self-describing and meaningful.
<input type="checkbox"/> The course demonstrates sensitivity to readability issues.

Questions? Call 859-257-3377