Online Teaching Procedures and Guidelines

The purpose of this document is to provide all faculty with an outline of procedures and guidelines to follow when pursuing the idea of teaching a course online.

1. Mission

Muskegon Community College is committed to the development and maintenance of quality distance education courses.   To fulfill this mission, Distance Education promotes:

- Teaching excellence
- Creativity
- Innovation
- Assessment
- Student retention
- Student success

2. Definitions

Online Course	Course offered as an "Internet" class where there is no required seat time. The course is offered online using either Blackboard or instructor-specific web pages for the platform.
Hybrid Course	Offered as a "Hybrid" class where there are both online requirements and required seat time.
Web-Enhanced Course	Course offered as a regular face-to-face class where online teaching and learning is also incorporated. Seat time is 100%.
Platform	LCMS—the learning content management system supported by the College—in this case, Blackboard. As of Fall 2007, MCC supports only one platform.

3. List of Procedures

3.1. Offering the Course Online

Before submitting the course for inclusion in the class schedule, the instructor must do the following:

- Obtain approval from faculty member's department

- Inform the Vice President for Academic Affairs

- Contact and begin a "Faculty Course Plan" (see Section 9.2) with the Distance Education Coordinator

3.1.1. Instructional Design
Instructional design incorporates both the pedagogy and the technology portions of constructing an online course. It is imperative that instructors continually work to build and improve these areas of their online courses.

3.1.2. DE Guidelines (Rubric)

One of the first approaches to setting up an online course is to look closely at the Distance Education Guidelines (rubric), found at http://www.muskegoncc.edu/pages/1129.asp as well as in Section 9.3. These are the guidelines on which the course will be formally evaluated during the first semester offered. The guidelines provide a basic pedagogy to aid faculty members in constructing a quality course.

3.1.3. Technology Training
The second approach is to complete the technology training.   The instructional technologist/designer will offer Blackboard training each semester and will be available to work with faculty individually.   One-on-one assistance and small training groups will take place in the CTL (Center for Teaching and Learning), located in Room 1109 or other designated room.

It is expected that during the construction of an online course, the faculty member will utilize the CTL for assistance, training, and support for both the LCMS itself and in course construction.

3.1.4. Blackboard Semester Start-up Procedures
Faculty will be provided with Blackboard Semester Start-up procedures, which will include important dates concerning Bb course shell availability, deadlines for requesting combining of sections, deadlines for course copying, etc.

4. Creating/Exporting Blackboard Courses

All MCC courses have a Blackboard course shell automatically created.   Students in all courses will be uploaded into the respective courses.

4.1. Copying Courses from Previous Semesters

The procedure to copy your course is relatively simple. To copy your course from a previous semester, follow the directions by visiting the "Faculty Spot" site on Blackboard, and looking under "How To's."   Directions are also provided below:

Notice that the new course shell has only 4 buttons: Announcements, Orientation, Content/Week, About Professor. Please DO NOT remove the Orientation button as it contains information that needs to be distributed to every student. You can add your own orientation to this section or continue to use your already developed orientation. Either way, the Orientation button and the 3 links need to stay. Once you follow the directions below, the design format of your course (buttons, colors) will be applied to the new course shell.

1. Click COURSE COPY in the course you want to copy your content FROM.
2.   Click COPY INTO AN *EXISTING* COURSE. Do not click copy into a new course....or this will not work for you.
3. Click the browse button to search for the winter course shell (or copy/paste the course id from the control panel (found before the : at the top of the control panel window) - of the course you want to copy content TO.
4. Check all the boxes for all types of content. **[DO NOT CHECK THE ENROLLMENTS BOX]**
5. Click SUBMIT.
6. You will get an email confirming completion.

It is still recommended that you create an ARCHIVE of your course site for your records. An ARCHIVE stores all the user information and results while an EXPORT only stores the content. You will need to right-click to download the archive file to your network drive to save it for future reference.

4.2. Completing Evaluations

The MCCFA contract stipulates that new online courses must be formally evaluated.   Refer to the section concerning "Distance Education" in the faculty contract.

4.2.1. Preliminary Evaluation
The goal is to have the first three modules or units of study completed (along with orientation guidelines) at least one month prior to offering the course.   At that point, the distance evaluation team will review the course based on key elements of the rubric and then provide a written report for the instructor, the department chair, and the Vice President for Academic Affairs. If the course is approved by the team, the Distance Education Coordinator will issue written approval for the class to be made available to students.   If this is a new online or hybrid course, the DE coordinator will send written authorization to the appropriate department secretary to include the course development stipend on the instructor's load sheet. When the class is ready to be reviewed, members of the distance evaluation team will be added to the roster as instructors."

4.2.2. Remuneration

According to the MCCFA contract, instructors who develop and implement a new online or hybrid course are entitled to a course development stipend. If a course has already been taught in one of these formats, it does not qualify for a stipend unless it differs significantly from the first version, as determined by the Vice President for Academic Affairs.

4.2.3. First-Semester Evaluation

During the first semester the course is offered, it will be evaluated the distance evaluation team* (Distance Education Coordinator, another peer evaluator, and the instructor teaching the course) using the DE rubric (see Section 9.3). The DE Coordinator will then generate a report based on the three evaluations, sending copies to the instructor, the appropriate department chair, and the Vice President for Academic Affairs. The instructor and DE Coordinator will meet to discuss the report. The evaluators will be enrolled in the course as instructors during the review time period.

*A student evaluation is also part of the evaluation process.

4.2.4. Second-Semester Evaluation

According to the MCCFA contract, an evaluation **may** be conducted the second time a new online course is offered. If guidelines have not been met or improvement attempted in very weak areas, the vice president has the authority to pull the class from offerings until further notice.

4.3. Completing Orientation Information

Orientations for online courses are conducted in a variety of ways. Some instructors have scheduled on-campus orientations. Some instructors email students with start-up information. Some instructors want registered students to email them before they send start-up information. To help our students, we ask that ALL online instructors post an opening announcement in their Blackboard course(s) with this information. To prevent students from seeing the rest of the course material (as you may be working on it), you can simply go to Course Menu, and "Modify/Make unavailable" all buttons with the exception of Announcements. A letter will be sent to ALL registered online students telling them to log in to Blackboard and find this information two weeks prior to start date of course. If this is not feasible, we ask that all online students are sent email from their online instructors as to how to begin the course.

4.3.1. Requesting Orientation/Exam Classrooms

To request a computer classroom for an online orientation or exam, contact Academic Affairs—**email address will be provided in Semester Calendar**. Be sure to provide: name of class, date of desired orientation, time of desired orientation, and desired room number (with alternate).

5. Student Logins

This information may change.

Login: http://mccbb.muskegoncc.edu

Username: firstname.lastname

Default Password: same as email and network login (first initial + last initial + student number + !)

6. Distance Education Information Web Pages

Students (and faculty) should carefully read the web pages found under "Online Classes" from MCC's homepage (http://www.muskegoncc.edu/pages/305.asp). These pages include the following sub pages and are also found in all Blackboard courses.

- *ABOUT DISTANCE EDUCATION*
- *REGISTRATION AND SCHEDULING*
- *ADVANTAGES AND DISADVANTAGES OF TAKING AN ONLINE CLASS*
- *MYTHS ABOUT ONLINE CLASSES*
- *WHAT ARE THE EXPECTATIONS OF A SUCCESSFUL ONLINE STUDENT?*
- *FAQS*
- *WHAT OTHER STUDENTS SAY ABOUT TAKING ONLINE CLASSES—THEIR ADVICE*
- *WHAT ONLINE INSTRUCTORS SAY ABOUT TAKING ONLINE CLASSES—THEIR ADVICE*
- *SUMMARY OF TERMS USED IN ONLINE TEACHING/LEARNING*

7. Student Email Addresses

All students are provided with an MCC email account.   This is the email address used by the LCMS, and students are expected to use this account for their online classes.

Student email can be accessed from MCC's homepage.   Login is as follows:

Username: firstname.lastname
Password: first initial + last initial + studentnumber + !

Password is keyed in lowercase.

8. VLC Students

MCC's online course offerings are enhanced by our participation in the Michigan Community College Virtual Learning Collaborative (MCCVLC). All MCC online courses are listed on the MCCVLC web site (http://vcampus.mccvlc.org/). Prior to each semester, the DE Coordinator will ask the online instructors to go the web site and verify their course information.

Following is the procedure for MCCVLC students where MCC is the Provider College:

- The MCC Cashier, Lois Smith, receives the registration request and contacts Academic Affairs for a section number and fee referral.

- The Records Office registers the student and then notifies the DE Coordinator and IT.

- The Distance Education Coordinator confirms the enrollment on the MCCVLC site, sends student information to the instructor, and sends a welcome email with the following information to the registered VLC student: Instructor name, instructor contact information, Blackboard login instructions, and MCC email login instructions.

9. Appendices

9.1. Key Contacts

Name	Title	Phone	Email	Location
Debra Howell	Distance Education Coordinator	TBA	debra.howell@muskegoncc.edu	1119
Don Bogema	Coordinator, CTL	231.777.0264	don.bogema@muskegoncc.edu	1109
TBA	Adm. Secretary to Associate VP for Academic Affairs			103
Lois Smith	Cashier	231.777-0249	lois.smith@muskegoncc.edu	114
MCC Help Desk		231.777.0351		136
Hot Line 24/7 Support for Students and Staff		866.718.5170		
Sarah Swart	Instructional Design Specialist	231.777.0214	sarah.swart@muskegoncc.edu	1109
Carol Briggs-Erickson	Electronic Resources Librarian	231.777.0416	carol.briggs-erickson@muskegoncc.edu	L165
Teresa Sturrus	VP for Academic Affairs	231.777-0251	teresa.sturrus@muskegoncc.edu	103

9.2. Faculty Course Plan

This is intended for use by faculty offering a brand new **online** course and/or a new faculty member to online teaching preparing for an already established online course.

Name	
Department	
Course	

Activity	Notes	Completed
1) Obtain department approval to offer the class online.		☐
2) Notify VP for Academic Affairs (Teresa Sturrus for final approval).		☐
3) Contact the Distance Education Coordinator (Debra Howell) to set up a plan of action, including the instructional design process, based on the guidelines in this document.		☐
4) Complete Blackboard training and/or implement technology within the course by working with the instructional designer -- Sarah Swart at sarah.swart@muskegoncc.edu		☐
5) Throughout the online course development, utilize the Center for Teaching and Learning to work with both the Distance Education Coordinator and the instructional designer.		☐
6) Have at least the first 3 modules (learning chunks) ready for the peer review committee **one month** before the start of classes.		☐

Use approved distance education guidelines found at:
http://www.muskegoncc.edu/pages/1129.asp

Approved by   **Date**

9.3. Online Course Development Guidelines and Rubric (Quality Standards)

When filling out the form, please provide the name of the course along with the Course ID (BUS 121 Intro to Business). "Instructor" refers to the name of the faculty person teaching the course. "Prepared by" refers to you as the instructor or the evaluator--please provide your name, and indicate if you are the instructor or the evaluator. "Date" refers to the date you are filling out this form. Be sure to click the "Submit" button when finished. When finished, **BEFORE** submitting, print out a copy for your records. In addition, Debra Howell will send you a copy of the report in its one-page form.

Course	
Instructor	
Prepared by	
Date	

Muskegon Community College
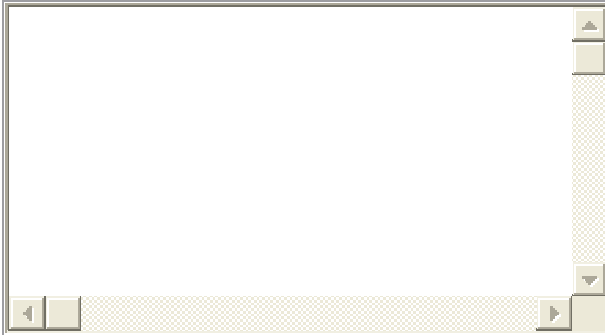
Online Course Development Guidelines and Rubric (Quality Standards)

For all statements, use the following LEGEND:

1	Beginning
2	Developing
3	Accomplished
4	Exemplary

I. Course Outcomes

A. Learning outcomes (competencies) are clearly stated.	
○ 1	Competencies do not convey the intended outcomes of the learning experience in clear terms.
○ 2	Some of the competencies are clearly stated but focus more on facts rather than what the learner will be able to do upon successful completion of the learning experience.
○ 3	All competencies are clearly stated, yet all of the competencies do not use action verbs to describe what the learner will be able to do; for example, they use non-action verbs such as *understand*, *know*, or *learn*.
○ 4	All competencies are clearly stated; written at the application level or above; and emphasize application of major knowledge, skills, and/or attitudes using appropriate action verbs to communicate what learners will be able to do as a result of the learning experience.

Notes	

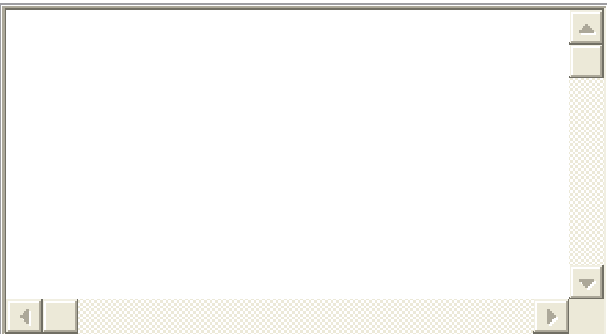| **B. Learning outcomes (competencies) are observable, measurable, and achievable.**	
○ 1	Competencies are neither observable nor measurable.
○ 2	Some of the competencies are observable and measurable; however, due to use of non-action verbs or describing more than one learning outcome per competency, some are weak.
○ 3	All competencies are observable and measurable by the instructor; however, some competencies could be improved upon to better communicate to the student the process or product to be observed and measured.
○ 4	All competencies are observable – the instructor and learner will be able to see a product and/or process upon completion of the learning experience; all competencies are measurable - the instructor is able to measure the quality of the product or process.
Notes	

II. Course Construction (Design)
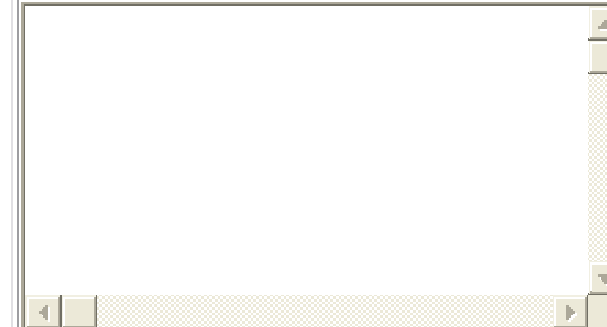
A. Course instructions and definitions are clear.	
○ 1	Course contains a list of prerequisite skills and <u>learning objectives.</u>
○ 2	Course contains a list of prerequisite skills, a description of each activity, grading criteria and a general description of course requirements.
○ 3	Course contains a list of the prerequisite skills and knowledge, expectations of each activity, the expected level of participation and time commitment, and specific instructions on how to proceed and learn the material.
○ 4	In addition to overall expectations and directions, each activity, assignment, exercise, etc. clearly indicates what students need to do, how they should submit results, any special instructions, etc.

Notes	
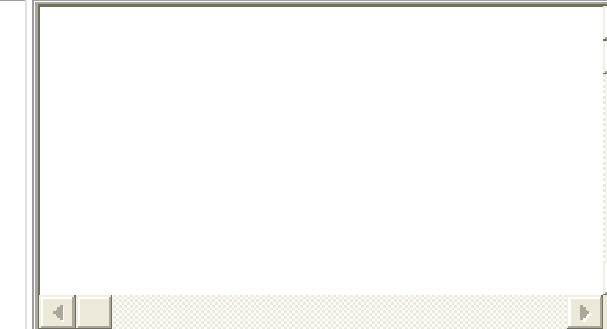
B. Course navigation in Blackboard is clear and explained to students.

○ **1**	Course contains default buttons/links.
○ **2**	Course contains default buttons/links with appropriate learning activities within.
○ **3**	Course contains default buttons/links with appropriate learning activities within with clear explanation of navigation provided for students.
○ **4**	Course contains only buttons/links necessary for this class with appropriate learning activities within and with clear explanation of navigation provided for students.
Notes	

C. Course content, outcomes, practice, and assessment are consistent with each other.

○ **1**	Course contains at least three of the four elements; some consistency may be implied.
○ **2**	Course contains all four elements; consistency is generally indicated.
○ **3**	Course content, outcomes, practice and assessment are consistent with each other and clearly linked together for most modules (chunks).
○ **4**	Course content, outcomes, practice and assessment are consistent; the relationship among them is clearly indicated for all modules in course.
Notes	

D. Course materials are presented to accommodate multiple learning styles.

○ **1**	Presentation of materials uses primarily one methodology (e.g. printed materials)

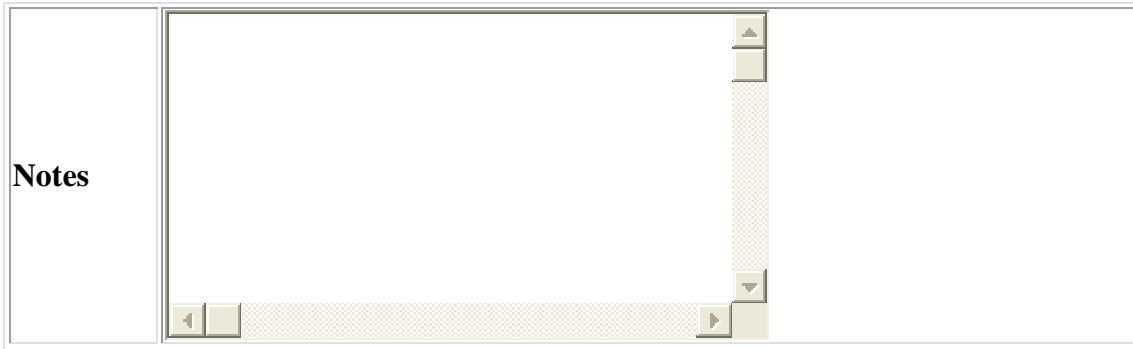|		
○ **2**		Presentation of materials uses more than one method (e.g. print, visual, experiential).
○ **3**		Course materials are presented in a variety of ways, and students are able to select methods to suit their abilities/preferences.
○ **4**		Course uses powerful visuals and well-organized print; direct, vicarious, and virtual experiences, and application.
Notes		

E. Presentation of content fosters <u>active learning</u> opportunities.

○ **1**	Course requires students to read materials and respond to instructor's posted questions.
○ **2**	Material is chunked [divided, organized] into appropriate sections for learning audience; includes basic recall exercises and practice.
○ **3**	Material is appropriately chunked, interspersed with activities that require both recall and some application (e.g. identifying examples, deriving examples, practice applications).
○ **4**	Material is appropriately <u>chunked</u> with frequent required practice and learning strategies that involve both recall and application.
Notes	

F. ∗Course design includes the necessary components of successful instruction at the module/lesson level. These critical events include learning outcomes/objectives, demonstration or presentation of information, motivational techniques, practice or exploration with feedback, assessment, & feedback on assessment.
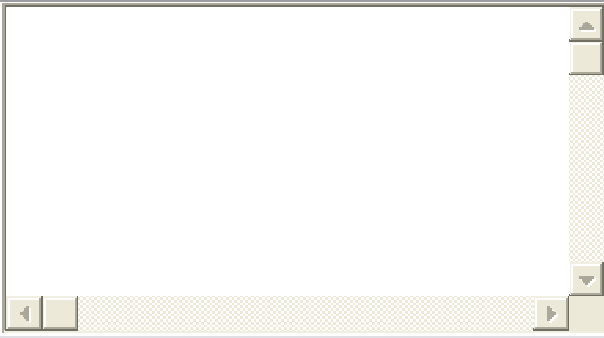
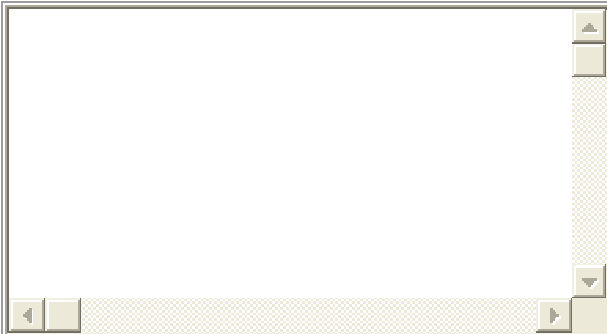|	
○ **1**	Lessons/modules have an organized format and include some basic events: e.g. objectives, information, and assessment. However, numerous critical events are missing.
○ **2**	Course design includes most elements in many lessons. Some elements, such as motivational techniques, or practice, may not be as complete as necessary.
○ **3**	Course design includes most or all elements in most or all lessons. Each element is mostly complete.
○ **4**	Course design includes, for each lesson: • learning outcome(s) • demonstration or presentation of information • motivational techniques (can be discussion) • practice or exploration with feedback • assessment • feedback on assessment

Notes	

III. Course Interaction:

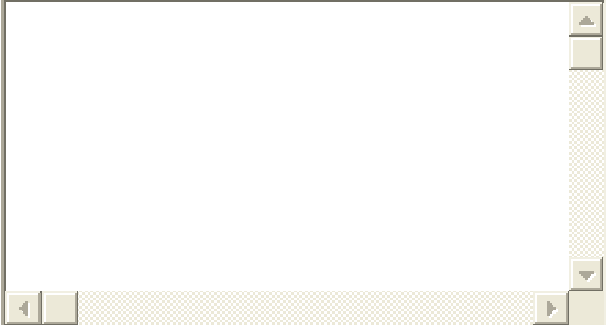|	
A. Course interaction requirements are clearly stated.	
○ 1	Course requirements state that students are required to interact.
○ 2	Course requirements state that students are required to interact within a designated timeframe.
○ 3	Course requirements state that students are required to interact within a designated timeframe and how the interaction will take place (what tools will be used for the interaction).
○ 4	Course requirements clearly state that students are required to interact with each other and with the instructor; a designated timeframe for the interaction is stated; directions for how to participate in the interaction are stated; standards for the quality or expectations of the interaction are set; and the outcomes of those interactions are noted (will the student receive points for the interaction).
Notes	

B. A variety of opportunities are designed for interaction between instructor-student.	
○ 1	Course is designed so that students are encouraged to ask questions and the instructor to respond using one or two methods of interaction.
○ 2	Course is designed so students are required to answer questions about or apply what was learned for the most important learning objectives. The method of interaction varies depending on what is most effective for the learning objective. The instructor promptly provides feedback.
○ 3	Course is designed so students are required to answer questions about or apply what was learned for all learning objectives. The method of interaction varies depending on what is most effective for the learning objective. Some of the instructor feedback has been automated. All feedback is prompt.
○ 4	Course is designed so students are required to answer questions about or apply what was learned for all learning objectives. Multiple methods of interaction are available for the most important learning objectives. Examples may be: Automated instructor feedback on quizzes

	Variety of feedback methods (e-mail, announcements, use of file exchange)
	Discussion board summaries
Notes	

C. Clear standards are outlined for instructor's response to students.

○ **1**	Course guidelines state that the instructor is required to provide feedback to the student.
○ **2**	Course guidelines state that the instructor will provide feedback to the students in a timely manner.
○ **3**	Course guidelines state that the instructor will provide feedback to the students within a specified amount of time, and a clear description of how the task of providing feedback will be accomplished.
○ **4**	Course guidelines state that the instructor will provide feedback within a designated timeframe, a clear description of how the task of providing feedback will be accomplished (email, discussion board, etc), and the specific types of feedback that will be submitted – example: feedback on assignments, on class participation, etc.
Notes	

D. Learning activities are developed to foster instructor-to-student, student-to-content, and, where appropriate, student-to-student interaction.
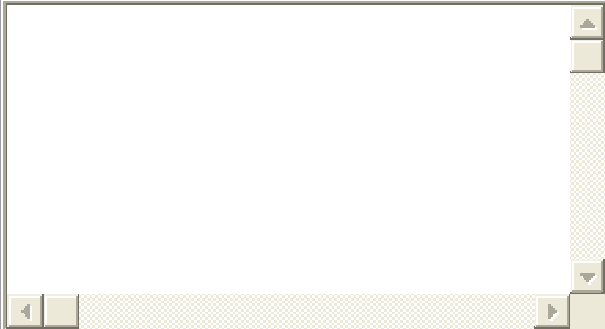
○ **1**	Learning activities are in place that foster student-to-content interaction but do not support student-to-student or instructor-to-student interaction.
○ **2**	Learning activities are in place that support student-to-content interaction, and it is suggested that students interact with each other to complete the learning activities.
○ **3**	Learning activities are developed that support instructor-to-student interaction, (instructor participates in discussion with students via a discussion board or virtual chat room), student-to-content interaction, and, where appropriate, student-to-student interaction is encouraged.
○ **4**	Learning activities are developed that support instructor-to-student interaction, (instructor participates in discussion with students via a discussion board or virtual chat room), student-to-content interaction; and student-to-student interaction is supported, where appropriate and required as part of the course (collaborative projects, group assignments, discussion board and/or virtual chat assignments).

Notes	

IV. Student Learning Assessment:
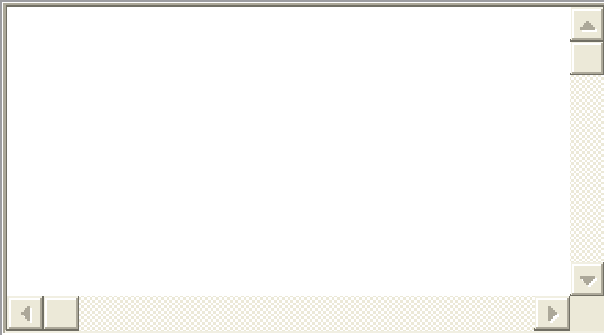
A. Assessment methods are appropriate to the outcomes, activities, and technologies.

○ **1**	Assessment methods are not appropriate measurements for those outcomes/ competencies stated in the course.
○ **2**	Assessment methods are designed to reflect the stated course outcomes, but do not correlate well with learning activities.
○ **3**	Assessment methods are designed to include the appropriate measurements for those competencies stated in course outcomes, to reinforce the learning activities but do not address the available technologies.
○ **4**	Assessment methods are designed to include the appropriate measurements for those competencies stated in course outcomes, to reinforce the learning activities, and are considerate of the available technologies.
Notes	

B. Assessment of student learning is timely, appropriate.

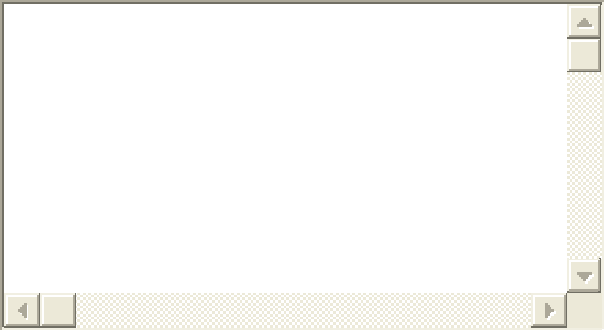|	
○ **1**	Assessment of student learning is established but is given at times that do not support student learning.
○ **2**	Assessment of student learning is established and is progressing toward timely assessments.
○ **3**	Assessment of student learning is established and is given in a time-period that supports student learning.
○ **4**	Assessment of student learning is established and is given in a time-period that supports the student's learning .

Notes	

C. Policies and procedures ensure the integrity of the students' work.

○ **1**	Polices and procedures are in place in the course site but are vague and not easily located.
○ **2**	Policies and procedures are in place in the course site, are easily located, but lack clarity.
○ **3**	Policies and procedures are in place in the course site, are easily located, and provide clarity to the reader regarding their responsibility.
○ **4**	Policies and procedures are in place in the course site, are easily located, provide clarity to the readers regarding their responsibility, and reflect the institution's policies to ensure the integrity of students' work.
Notes	
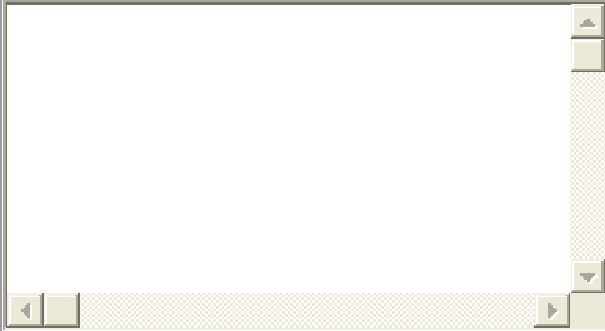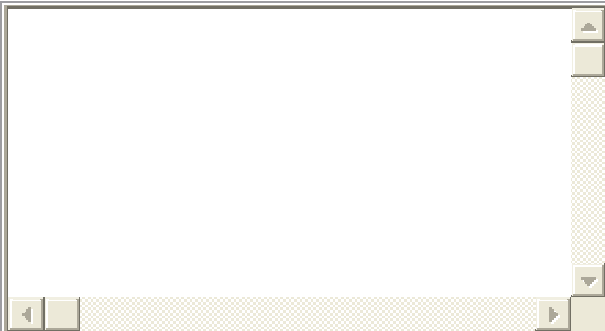
D. Achievement of learning outcomes is documented.
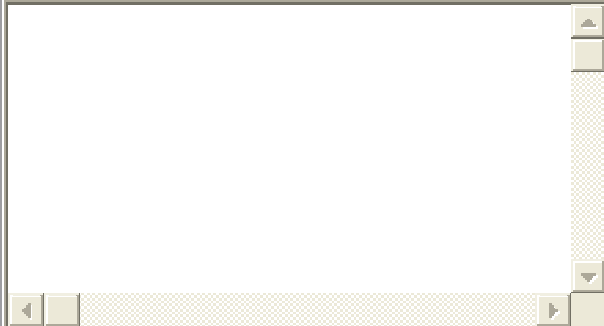
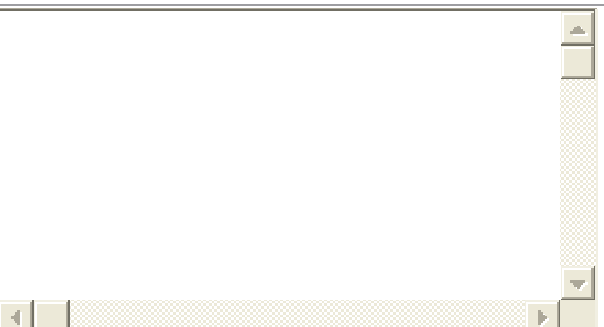|	
○ **1**	Students' achievement of stated learning outcomes is implied.
○ **2**	Students' achievement of stated learning outcomes is reflected in their learning activities and their assessments.
○ **3**	Students' achievement of stated learning outcomes is observed within their activities and their assessments, and is documented in the appropriate area.
○ **4**	Students' achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments, and is documented in the course site where it is accessible to the instructor. (May include use of a rubric that demonstrates what achievement will look like and requires both student and instructor input.)
Notes	

V. Course Technologies

A. Multiple technologies are employed and are consistent (and appropriate for the course) with the course outcomes.

○ 1	Only the Online Distance Platform (Blackboard) is identified as the course technology using this as a one-size fits all models.
○ 2	The Online Distance Platform is identified along with some use of alternative technology. There is little discussion on the use of these technologies.
○ 3	The Online Distance Platform is identified as part of a plan which will utilize alternative technologies at hand to achieve the learning required by the course outcomes. There is no specific technology tied to a specific outcome.
○ 4	A variety of technologies are evident for the specific course outcomes. In addition to the Online Distance Platform, specific CD-ROMs, web-site URLs, chat and instant messaging, course packs, course cartridges, portable document format (.pdf), PowerPoint, html, xml, real-audio, real-slideshow, QuickTime, Flash, and other plug-ins are identified. This would be information imparted to the student on the syllabus or first-day handout. There would be opportunities to discuss the use of these technologies as they specifically relate to the various outcomes of the course.
Notes	

B. Student minimum technology requirements are accurately and clearly stated.

○ 1	The expectation is that students will enroll in online courses with necessary technology to be successful.
○ 2	Course Materials (Syllabus, First-Day Handouts, Start-up Procedures, etc.) indicate the student technology requirements in a broad sense.
○ 3	Course Materials (Syllabus, First-Day Handouts, Web Site--Printed) indicate the minimum student requirements for technology and offer assistance with technology questions (FAQ, counselor, helpdesk).
○ 4	Course Materials indicate the minimum student technology requirements and offer assistance to include orientation and testing of the student's technology--either from a distance or through workshops. Also, included is a contingency plan in case the technology fails either the student or the faculty. "What if" scenarios are spelled out for the student, so that there are no surprises.
Notes	

VI. Course Resources:

A. Course resources are accessible to the learners (all downloads are identified and made available to student)

○ **1**	Course resources are part of the learning in a static manner with none identified or made available to the student.
○ **2**	Course resources are accessible to the learner in a limited manner, with some downloads not available to dial-up modems due to their complex structure.
○ **3**	Course resources are accessible to the learner with the majority of the downloads available to dial-up modems. Some capacity exists to place these in the resource center (library) on CD-ROMs.
○ **4**	Course resources are accessible with all of the downloads identified and made available to the student. This includes active download, CD-ROM, library loan, bookstore availability, and use of special software and hardware to make them available to physically challenged students.
Notes	

VII. Assessment of Course:

A. Plan is in place for continual review and improvement of course.

○ **1**	No plan is in place. Review is at the faculty discretion with improvement provided on an as-needed basis.
○ **2**	A basic overview and checklist is in place. Review occurs initially with the first iteration of the course, and is left with the faculty to correct for the next iteration of the course. Students provide evaluations of the course which may be reviewed with the faculty member and their supervisor.
○ **3**	A written plan is in place and the course is reviewed on an annual or longer basis with some requirement to implement the changes that have been identified.
○ **4**	A written plan is in place for review of the course on a regular basis with the focus on continual improvement. Normally, this would be a self-assessment instrument or checklist that a faculty member would use to identify issues with the course. Students would provide feedback with course evaluations and survey instruments. Normally, the course would undergo greater review during its first iteration online. A peer review process might be in place to assist faculty with issues that arise in the course.
Notes	

VIII. Course Development and Support

A. Faculty have been provided with appropriate training and technical support.

○ 1	Faculty do not have access to any informal or formal training opportunities or technical support.
○ 2	Training opportunities are informal and consist of peer-to-peer assistance and observations with no additional technical support.
○ 3	Faculty are provided both informal and formal training opportunities and just-in-time technical support.
○ 4	Faculty have access to some formal Online Teaching Certification program, and technical support is provided at all levels of course development.
Notes	

B. Faculty have access to appropriate technical infrastructure.

○ 1	Faculty access to technical infrastructure is limited to certain computer laboratories on campus.
○ 2	Faculty have access to infrastructure and have a computer at their campus office only.
○ 3	Faculty have access to infrastructure and have a computer at their campus office only, and restrictive access to infrastructure from home.
○ 4	Faculty have access to appropriate technical infrastructure both at the office and at home.
Notes	

C. Qualified instructional designers have an appropriate role in course development.

○ 1	No instructional designer input is available during course development.
○ 2	Faculty have limited access to an instructional designer during course development, mainly as a review process when course development is completed.
○ 3	Faculty have access to instructional designer during all phases of course development.
○ 4	Faculty have consistent access to instructional designer during all phases of course development and implementation.

Notes	

Part IX.

Based on these guidelines, list below 3 or 4 strengths of your online course. List 3 or 4 weaknesses of your course

STRENGTHS

WEAKNESSES

Submit   Reset Form

Glossary of Guideline and Rubric Terms

Active Learning
Any strategy "that involves students in doing things and thinking about the things they are doing". (*Bonwell, C., & Eison, J. (1991). Active learning: Creating excitement in the classroom (ASHE-ERIC Higher Education Report No. 1). Washington, DC: George Washington University, p. 2)

Application Level
The level of thinking required by a student processing learning material. It can be defined as the ability of a student to take principles, ideas, and theories which must be remembered and apply them to new situations or experiences.

Assessment
A process used to provide feedback to both the learner and the teacher about the progress toward understanding intended outcomes. It can be used to adjust teaching and learning in order to maximize learner achievement.

Chunking
Simply stated, dividing learning into sections. The process by which learning is divided into small learning activities that enhance learning. Learning materials are often organized and divided into an easy to understand categories, modules, or lessons.

Competencies
A major skill, knowledge, or attitude that a student will need to perform a task accurately. Competencies are specific to a discipline, subject, or occupational area. A competency is an outcome that is stated in observable, measurable terms. It is what students will be able to DO as the result of a given learning experience. Competencies are typically broken down into more specific learning objectives.

Learning Activities
A statement that describes to students a method that will help them to master specific learning outcomes. Learning activities will guide students through the learning of a competency using structured content presentation and practice.

Learning Objectives
A skill or block of knowledge that a student will learn as a step toward an outcome or competency. Objectives are stated in a manner that is clear and measurable. based on performance standards. Objectives provide cues for the development of learning activities.

Learning Styles
Ways in which learners perceive and process experience and information.

Outcome
Sometimes called a "competency." Results of instruction. Outcomes describe learner performance that is expected as a result of learning.

1.   Describes a major skill that is an intended outcome of the course/module

2.   Requires application of knowledge, skills, or attitude

3.   Represents a skill that can be used outside the course

4.   Describes what the student will be able to do at the completion of the course/module

5.   Is measurable and observable

6.   Is clear, concise, and precise

7.   Focuses on a single performance application (generally the highest learning outcome), not a combination

Rubric

A type of assessment scoring that serves as a guide. It usually contains criteria in a rating scale with multiple options. For example, a piece of work can be labeled as 3 (exemplary), 2 (average), or 1 (poor). Each level has specific criteria that help determine the score.