

Online – Hybrid Course Development **Essentials with QualityMatters Rubric in Mind**

October 2011-TB

Primary Sections in “To-Do” Format

Course Overview and Introduction

- 1.1 Give clear instructions how to get started and where to find various course components.
- 1.2 Include a statement introducing the student to the purpose of the course and to its component state clearly the relationship between the face-to-face and online components.
- 1.3 State clearly etiquette/netiquette for online discussions, email, and other forms of communication
- 1.4 Include an appropriate self-introduction that's available online.
- 1.5 Ask students to introduce themselves to the class. Give example.
- 1.6 Clearly state minimum student paper preparation, and, if applicable, prerequisite knowledge in the discipline.
- 1.7 Clearly state minimum technical skills that are expected of the student.

Learning Objectives (Competencies)

- 2.1 Include course objectives that describe measurable outcomes.
- 2.2 Make module/unit learning objectives that describe outcomes that are measurable and consistent with the course-level objectives.
- 2.3 Write all learning objectives that are stated clearly and written from the students' perspective.
- 2.4 Make sure to include instructions to students on how to meet the learning objectives that are adequate and stated clearly.
- 2.5 Ensure that the learning objectives are appropriately designed for the level of the course.

Assessment and Measurement

- 3.1 Select the types of assessments that measure the stated learning objectives and are consistent with the course activities and resources.
- 3.2 State and write the course grading policy clearly.
- 3.3 Provide specific and descriptive criteria for the evaluation of students' work and participation.
- 3.4 Select assessment instruments that are sequenced, varied, and appropriate to the content being assessed.
- 3.5 Provide "Self-Check" or practice assignments are provided with timely feedback to students.

Resources and Materials

- 4.1 Ensure that the instructional materials contribute to the achievement of the stated course and module/unit learning objectives.
- 4.2 Clearly explain the relationship the instructional materials and the learning activities to the student.
- 4.3 Include instructional materials that have sufficient breadth, depth, and currency for the student to learn the subject.
- 4.4 Appropriately cite all resources and materials used in the course.

Learner Engagement

- 5.1 Include learning activities that promote the achievement of the stated learning objectives.
- 5.2 Include learning activities that foster instructor-student, content-student, and if appropriate to the course, student-student interaction.
- 5.3 Set clear standards for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)
- 5.4 Clearly articulate the requirements for student interaction.

Course Technology

- 6.1 Choose tools and media that support the learning objectives, and are appropriately chosen to deliver the content of the course.
- 6.2 Include tools and media that support student engagement and guide the student to become an active learner.

- 6.3 Ensure that navigation throughout the online components of the course is logical, consistent, and efficient.
- 6.4 Make sure students have ready access to the technologies required in the course.
- 6.5 Include course components that are compatible with current standards for delivery modes.
- 6.6 Provide instructions on how to access resources at a distance that are sufficient and easy to understand.
- 6.7 Take full advantage of available tools and media in course design.

Learner Support

- 7.1 Include the course instructions that articulate or link to a clear description of the technical support offered.
- 7.2 Include course instructions that articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.
- 7.3 Include course instructions that articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.
- 7.4 Offer course instructions that answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.

Accessibility

- 8.1 Ensure that the course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.
- 8.2 Include course pages and course materials that provide equivalent alternatives to auditory and visual content.
- 8.3 Develop course pages that have links that are self-describing and meaningful.
- 8.4 Make sure of screen readability in the course.