

REQUIREMENTS FOR AN ONLINE COURSE:

COMPILED FROM <http://qminstitute.org/home/Public%20Library/About%20QM/RubricStandards2008-2010.pdf> ,
<http://www.csuchico.edu/celt/roi/>

Blended Learning – Defined: *Blended learning is defined as an approach to delivering regular course instruction under which some portion of the content, which is normally delivered in a face-to-face format in the classroom (lecture, discussion), is delivered via electronic means. It is important to understand that this is not simply using course web pages to communicate with and/or collect assignments from students. In blended learning techniques, such as synchronous or asynchronous discussions, pod casts, annotated slide presentations, etc., are used to deliver content that might have otherwise been delivered in class lecture/discussion. Note: Blended learning is not to be used to cover instructor absence from a class but should be planned in advance and have received the approvals described in the rest of this document.*

Blended /Online Course Approval Criteria

1. The proposal should justify the reasons for offering the course in blended or online format.
2. The proposal needs to provide a description that shows how the workload for the course is equivalent to a traditional (face-to-face) offering.
3. Ideally, students should have a choice of blended/online and offline offering for the proposed course. Example: Course being offered (blended or online) has another section or substitute elective that is offered in traditional in-class fashion during the semester.
4. Faculty should include what online learning tool/platform will be used for course delivery.
5. Faculty responsible for course creation and delivery should be conversant in online technology (e.g. Blackboard or Moodle).
6. Course proposal should also elaborate if any additional resources will be needed to offer an online or blended course.

Blended learning/Online delivery format is being explored so that faculty willing to include this delivery mode and students wanting such flexibility can benefit from e-learning technology. As interest among students and faculty grows, the associate dean will seek to identify more resources for future blended/online offerings.

Instructional Design

1. For a blended course, at least fifty percent of the course content should be delivered in person/face-to-face.
2. Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.
3. Instructions make clear how to get started and where to find various course components
4. In the case of a blended course, the statement clarifies the relationship between the face-to-face and online components

5. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
6. All web pages are visually and functionally consistent throughout the course.
7. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.
8. Course provides some visual, textual, kinesthetic and/or auditory activities to enhance student learning.
9. Students have ready access to the technologies required in the course.
10. Course pages have links that are self-describing and meaningful.
11. The course ensures screen readability.

Delivery

1. Course has multiple timely and appropriate activities to assess student understanding of course content and comfort with mode of delivery.
2. Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly.
3. The self-introduction by the instructor is appropriate and available online.
4. Students are asked to introduce themselves to the class.
5. Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.
6. Minimum technical hardware and software skill expectations are clearly stated.
7. Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)

Assessment and Evaluation

1. Learning objectives, instructional and assessment activities are closely aligned
2. The course grading policy is stated clearly.
3. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.
4. Students' self-assessments and peer feedback opportunities exist throughout the course.
5. A significant portion of student assessment be conducted in face-to-face settings (e.g., tests given in class or in a proctored setting).

Learning support and resources

1. Course contains extensive information about being an online learner and links to campus resources.

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2. Course provides a variety of course-specific resources, contact information for instructor, department and program.
3. The course instructions articulate or link to clear description of the technical support offered

Approval Process

Current courses may be modified for blended delivery or, alternatively, entirely new courses may be developed. New courses must first go through the Cook School's standard curriculum approval process (typically proposed by a faculty member to their department, with department approval reviewed by the appropriate curriculum board and then sent to the faculty assembly for final approval and then posting by the deans' office). Any course proposed for blended delivery (current or new) must also be approved by the Associate Dean, Academics in consultation with the appropriate department chairⁱ (final decisions being based in the "Blended /Online Course Approval Criteria" listed above and on need for the blended courseⁱⁱ).

More resources:

http://www.mtsu.edu/learn/faculty/pdf/Online_Hybrid_Course_Guidelines.pdf

http://www.minotstateu.edu/online_handbook.pdf

ⁱ The chair should consult with faculty in the department whose courses are impacted by or dependent on the proposed blended course in order to assess the potential impact of the alternative format in the curriculum in general.

ⁱⁱ Note: A course that already exists in the curriculum does not need to go through the curriculum approval process but will still require Associate Dean approval.