

## Center for Distance Education & e-Learning Online/Hybrid Course Standards

<b>GENERAL REVIEW STANDARD/S</b>
<b>I. The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.</b>
I.1 A <i>dedicated</i> course orientation space exists and includes navigational instructions specific to the course and addresses course structure and design.
I.2 An introduction to the course and to the structure of the learning is provided for students.
I.3 The course's instructional content is presented in distinct learning modules or units.
I.4 Netiquette expectations with regard to discussions and email communication are clearly stated.
I.5 The self-introduction by the instructor is created using a multi-media format. (Audio, video, web-based tool, or presentation like PowerPoint or Prezi is appropriate.)
I.6 Students are requested to introduce themselves to the class.
I.7 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.
<b>II. Learning objectives are clearly defined and explained. They assist the student to focus learning activities. They have a dedicated space within the course, outside of the course syllabus.</b>
II.1 The learning objectives of the course describe outcomes that are measurable.
II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills.
II.3 The learning objectives of the course are clearly stated, understandable to the student, and located in more than one place within the course. (i.e. Course Syllabus and Course Introduction)
II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand.
II.5 The learning objectives of the course are articulated and specified at the module/unit level. (i.e. Each module/unit of instruction identifies the related learning objectives being addressed)
<b>III. 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.</b>
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
III.2 The grading policy is transparent and easy to understand.
III.3 Assessment and measurement strategies provide feedback to the student.
III.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.
III.5 "Self-check" or practice types of assignments are provided for quick student feedback.

**IV. Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields.**

IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.

IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.

IV.3 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software - are consistent in organization.

IV.4 All resources and materials used in the online course are appropriately cited.

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

V.1 The learning activities clearly promote the achievement of stated objectives and learning outcomes.

V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction. (ex. Discussion Board, Wiki, Collaborative Groups, or Blackboard Journal)

V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)

V.4 The requirements for course interaction are clearly articulated.

V.5 The course design prompts the instructor to be present, active, and engaged with the students.

**VI. To enhance student learning, course technology enriches instruction and fosters student interactivity.**

VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.

VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.

VI.3 Technologies required for this course are either provided or easily downloadable.

VI.4 The tools and media are compatible with existing standards of delivery modes.

VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.

VI.6 Course technologies take advantage of existing economies and efficiencies of delivery.

VI. 7. Course includes narrated presentations and/or instructional videos created or provided by the instructor at the unit level at least 75% of the time. *At least 30% of all instructional content of this type, must be provided by the instructor.*

**VII. Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.**

VII.1 The course instructions articulate or link to a clear description of the technical support offered.

VII.2 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.

VII.3 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.

VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.

**VIII. The course is accessible to all students.**

VIII.1 The course acknowledges the importance of ADA requirements.

VIII.2 Web pages provide equivalent alternatives to auditory and visual content.

VIII.3 Web pages have links that are self-describing and meaningful.

VIII.4 The course demonstrates sensitivity to readability issues.