

MINNESOTA STATE UNIVERSITY, MANKATO

Guidelines for Online Course Development

Recommended for adoption by the Distance Learning Taskforce 12/07/2004

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The purpose of the attached information is to provide academic departments with a tool to assist in the development of online courses. The decision of course readiness for online delivery is made by the academic department.

For more information, contact:

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Guidelines for Online Course Development

(Adapted from Keinath and Blicker (2003))

This checklist is designed to serve a number of functions:

- Provide guidance to individual instructors and departments as they develop online courses or modify face-to-face courses for an online environment

This checklist will focus on **online courses**. Guidelines for Online Programs is available at (add URL).

Designing an online course

In designing an online course, instructors must remember that technology is a tool, not a solution. The design of a good online course rests on the same foundation as the design for a face-to-face course: clear and coherent learning outcomes.

Are the learning outcomes/objectives for the course:	Yes	No	Comments
a. Clearly stated			
b. Assessable			
c. Relevant to the course content			
d. Supported by course activities and assignments			
Is information about the course (course requirements, course activities, assignments, grading/evaluation, dates, policies, instructor information, etc.)	Yes	No	Comments
a. Easily located			
b. Sufficient			

Does the course design:	Yes	No	Comments
a. Maintain consistency in design			
b. Allow for clear progression through course requirements by the use of “modules” or some other form of course organizational pattern			
c. Allow for practice of skills or application of theories			
Does the technology and presentation used for the course:	Yes	No	Comments
a. Allow for easy navigation through the course			
b. Provide sufficient student support and direction			
c. Provide access to students with disabilities			
d. Does course include information about technical skills, software, hardware and student readiness?			

Evaluation and Assessment in online courses

Once a course is designed, good online courses need a method to determine if students are learning what is intended. Evaluation and assessment need to be based on the stated and clear student learning outcomes/objectives, so that students know what is expected of them, and faculty can determine if students are learning what the course is designed to teach.

Evaluation and assessment in the course:	Yes	No	Comments
a. Is linked to student learning outcomes/objectives			
b. Incorporates a variety of evaluation and assessment tools			
c. Takes into account varied student learning styles			
d. Shows a clear relationship between student performance and grades in the course			
e. Is both formative and summative			
f. Requires demonstration of direct student learning			
g. Allows for sufficient and timely feedback to the student			
h. Provides the instructor with sufficient information for course improvement			

Teaching and Learning in online courses

The technology available to online instructors and students plays an important role in the online classroom. Technology needs to be used and designed to aid in teaching and learning, not to get in the way of teaching and learning.

Technology enhances teaching and learning in the course by:	Yes	No	Comments
a. Using available tools to support teaching and learning, such as e-mail, discussion, chat, assessments, surveys, quizzes, links, online materials, etc.			
b. Having a clear relationship to the student learning outcomes			
c. Providing links to students for necessary software and plug-ins			
Course materials used in the course:			
a. Are relevant to the learning outcomes			
b. Are accessible on dial-up accounts			
c. Are viewable using a variety of browsers			
d. Are compatible with multiple platforms			

Resource Assistance

The following are avenues of assistance that are recommended and should be considered to help accomplish the goals of this program.

Area of recommended assistance obtained or needed:	Should definitely consider assistance from this area	May benefit from assistance from this area	Adequately indicated these areas of assistance have already been considered	Comments
a. Assessment Tracy Pellett 389-1333 tracy.pellett@mnsu.edu				
b. Program Development Instructional Designer Elena Ivanova 389-1846 elena.ivanova@mnsu.edu				
c. Marketing Pat Lipetzky 389-1094 Extended Learning pat.lipetzky@mnsu.edu				
d. Funding Pat Lipetzky 389-1094 Extended Learning pat.lipetzky@mnsu.edu				
e. Library Resources Paul Wyss 389-2258 paul.wyss@mnsu.edu				
f. Disability Services Julie Snow 389-1819 Julie.snow@mnsu.edu				

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