

GUIDELINES FOR ONLINE COURSE DEVELOPMENT (Based on the Standards Developed by [Quality Matters](#))

Course Overview and Introduction

1. All course elements are available in and/or accessible via the learning module system (LMS).
2. Course structure is readily explained, consistent and easily followed.
3. Links and buttons clearly describe the content they access and other course links.
4. Instructor has provided a self-introduction with clear contact and availability information.
5. Minimal technical skill/equipment/software requirements are clearly stated.

Learning Objectives (Competencies)

6. Overall purpose of the course and the intended student audience are clearly stated.
7. The student learning outcomes for the course are clearly stated and each assignment clearly aligns with those outcomes following to principles of [transparent assignment design](#).
8. Course assignments address multiple learning styles and make use of available technologies within the LMS and possibly beyond.
9. Syllabus is easily accessible via the LMS, and descriptions of each assignment with grading rubric and an assignment calendar are available on the syllabus or in the LMS.

Assessment and Measurement

10. Student learning outcomes are written from the student's perspective and address content mastery, critical thinking, and core learning skills that are measurable.
11. Course schedule aligns with course objectives, and instructions to students are clearly stated.
12. Content area/unit objectives and assessments are clearly stated, measurable, and appropriate for level of course.
13. Specific criteria for assessing student's work and participation are aligned with learning objectives and a clearly stated grading policy.
14. Assessments are sequenced, varied, and an appropriate measurement of the student learning progress.

Instructional Materials

15. Instructional materials are provided to help students achieve course objectives and student learning outcomes.
16. The purpose of instructional materials and instructions for their use in learning activities are clearly explained.
17. Instructional materials are current, meaningful, varied, and accessible.

Learner Interaction and Engagement

18. Learning activities engage students and all are relevant to course objectives.
19. Learning activities promote instructor-to-student and/or student-to-student interaction as appropriate to the coursework.
20. Expectations for student interaction and instructor responsiveness (e.g., turn-around time for grade posting, email replies, etc.) are clearly stated.

Course Technology

21. Clear IT contact information for technical support is available to the student.
22. Students are informed of resources beyond those immediately available within the course (e.g., university library, IT support, LMS tutorials, etc.)

Learner Support

23. Students are informed of their academic rights and responsibilities as outlined in the student handbook.
24. The course complies with copyright, Fair Use, and TEACH ACT guidelines.

Accessibility

25. The course design and all materials meet ADA requirements according to the university's policy.
26. The course includes a statement of the university's policy for ADA compliance.
27. The course directs students to assistive technologies and services provided by the university.