Online Course Development Packet

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Welcome

Thank you for your interest in teaching at Goucher College in one of our professional graduate programs. Whether you are new to teaching, new to distance learning, or a veteran online instructor, the documents in this packet will help you.

Rest assured that you have the support of a dedicated team of distance learning professionals to help you design, develop and deliver your course. We will be in further contact and we look forward to working with you.

Sincerely,

Linda Hill
linda.hill@goucher.edu
410-337-6223

DIRECTOR OF DISTANCE LEARNING
WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
1021 DULANEY VALLEY ROAD, JR214, BALTIMORE, MARYLAND 21204
# Checklist: Develop a New Course

<table>
<thead>
<tr>
<th>CHECK</th>
<th>ACTIVITY</th>
<th>TIMELINE</th>
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<tbody>
<tr>
<td></td>
<td>Attend initial planning meeting with your instructional designer.</td>
<td>3 months out (in advance of the start of the term)</td>
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<tr>
<td></td>
<td>Develop learning objectives.</td>
<td>3 months out</td>
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<td></td>
<td>Determine your delivery plan for all content and lectures. Will you be using video? PowerPoint + audio? Zoom video conferencing? Learning objects? Media from Goucher Library?</td>
<td>3 months out</td>
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<td></td>
<td>Draft your syllabus and course schedule using the Goucher syllabus template.</td>
<td>3 months out</td>
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<td></td>
<td>Review technology tool training materials, such as online videos and documents, for Canvas and Zoom.</td>
<td>3 months out</td>
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<tr>
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<td>Develop and record lectures, presentations, and/or demos using Zoom or Screencast-o-matic.</td>
<td>2 months out</td>
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<td></td>
<td>Select reading materials; order a Course Pack if needed from Susette Brooks; post fair-use materials and others at your course website.</td>
<td>3 months out</td>
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<td></td>
<td>Working with your instructional designer, develop and post at your Canvas site any of (but not limited to) the following elements: a detailed set of instructions for each and every assignment (labs, student presentations, final paper, etc.), online quizzes, discussion forums, wikis, blogs, drop boxes for assignments, faculty biographical data and photo, and any other materials.</td>
<td>2 months out</td>
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<td></td>
<td>Select/schedule dates and times for virtual office hours.</td>
<td>1 month out</td>
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<tr>
<td></td>
<td>Review your Canvas course website: lectures, assignment instructions, exercises, discussion forums, etc.</td>
<td>1 month out</td>
</tr>
<tr>
<td></td>
<td>Post your final syllabus and schedule documents and readings at the course website.</td>
<td>1 month out</td>
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<tr>
<td></td>
<td>Your Canvas site should be fully developed with recorded lectures, assignment instructions, discussion boards, etc.</td>
<td>2 weeks out</td>
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<tr>
<td></td>
<td>Course begins.</td>
<td>Start date of course</td>
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<td></td>
<td>Publish your course website.</td>
<td>Start date of course</td>
</tr>
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<td></td>
<td>Send hello/introduction message to students via Canvas Inbox email or screencast video.</td>
<td>Start date of course</td>
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<tr>
<td></td>
<td>Check to make sure all your students have logged into the course site; if they have not, follow up via email or video conference. Make sure they have their login credentials.</td>
<td>1-2 weeks post start date</td>
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</tbody>
</table>
Course Design Guidelines

Style and Organization
- Uniformity of text: Avoid varied font, color, highlighting, justification and size
- Avoid Modules page clutter, unnecessary content and lengthy scrolling
- Use Text Headings to organize content
- Avoid explanatory text on the Modules page
- Incorporate resources for Assignments and Discussions within the directions for those activities
- Use Content pages to collapse multiple links into resources, lectures and readings

Instructional Content
- Align instructional content and homework with the Student Hours of Instruction
- Make use of narrated lectures, and use the PowerPoint template
- Clearly differentiate optional materials and resources
- Faculty have significant copyright latitude in providing academic content for non-commercial purposes and in a password protected environment
- Avoid personally scanning and posting significant portions of a published book; contact Susette Brooks to coordinate reading packs for student purchase
- Remove all unneeded content or place in a module hidden from student view

Communication
- Primarily use Announcements for course-wide communication
- Reserve emailing students for individual and small group communications
- Include weekly/unit outlines or checklists

Activities
- Provide regular written discussion opportunities
- Use the template for assignment instructions
- Provide a rubric in higher-stakes activities, and use it to inform grading

Syllabus and Schedule
- Use templates for both syllabus and schedule
- Use the schedule to convey all due dates (avoid putting dates in multiple locations)

Grading
- Use the gradebook for all classes
- Grade assignments individually when possible to improve student feedback
- Use the SpeedGrader in Canvas for student feedback and grading
- Assign sufficient points to assignments to allow easy grading without fractions

Updated 061318
Student Hours of Instruction

The **Federal credit hour policy** indicates that every three-credit course must have 37.5 hours of instructional time (2250 minutes), plus homework/student preparation. This applies to graduate and undergraduate courses.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Instructional Time: Examples: attending in-person classes and lectures, assigned multimedia, attending online classes and lectures, participating in in-person or online discussions, listening to podcasts, meeting with faculty, taking class field trips, etc.</th>
<th>Student Preparation Time: Examples: working on projects, writing papers, doing pre-readings and readings, conducting research, developing presentations, etc.</th>
<th>Minimum Total Student Hours of Instruction Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits</td>
<td>37.5 HOURS TOTAL (roughly 3 hrs. per week for 14-week term)</td>
<td>75 HOURS TOTAL (roughly 5-6 hrs. per week for 14-week term)</td>
<td>112.5</td>
</tr>
<tr>
<td>1.5 credits</td>
<td>18.75 HOURS TOTAL (roughly 3 hrs. per week for 14-week term)</td>
<td>37.5 HOURS TOTAL (roughly 5-6 hrs. per week for 14-week term)</td>
<td>56.25</td>
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Faculty Tutorials and Resources

Canvas
- [Goucher Online: Course Template Demo (video)]
- [Recording: Canvas Course Basics (video)]
- Canvas Support Hotline for Faculty: **833-544-3022**
- [Canvas Instructor Guides (text)]
- [Blogs In Canvas (video)]
- [Wikis In Canvas (video)]
- [Journals In Canvas (video)]

Zoom Live Meetings and Recordings
- [Zoom Instructions for Hosts (PDF)]
- [Zoom Instructions for Attendees (PDF)]
- [Zoom Technical Support 24/7]

Lecture Recording
- [Prep List for Audio Recording and Lecture Capture (PDF)]
- [Record Video Lectures Using Screencast-o-matic ProPage/Deluxe (PDF)]
- [Screencast-o-matic Top Video Tutorials]

Templates
- [Goucher Syllabus + Schedule Template (DOC)]
- [Goucher PowerPoint Slide Template (PPT)]

Accessibility:
- [Creating Accessible Course Content]

Rosters and Final Grades
- [myGoucher (PDF)]

Instruction
- [Write Learning Objectives at Goucher (PDF)]

Library Resources
- [Goucher Library Guides for Online Programs]
- [Off-Campus Access FAQ]
- [Goucher College Library]

Information Technology
- [Guide to Online Goucher Services for Faculty (Information Technology)]
- [Goucher Password Management]

Updated 061918
Standards

Course Overview

Introduction

1.1 Instructions make clear how to get started and where to find various course components. 3
1.2 Learners are introduced to the purpose and structure of the course. 3
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. 2
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. 2
1.5 Minimum technology requirements are clearly stated and instructions for use provided. 2
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1
1.7 Minimum technical skills expected of the learner are clearly stated. 1
1.8 The self-introduction by the instructor is appropriate and is available online. 1
1.9 Learners are asked to introduce themselves to the class. 1

Learning Objectives (Competencies)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. 3
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. 3
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective. 3
2.4 The relationship between learning objectives or competencies and course activities is clearly stated. 3
2.5 The learning objectives or competencies are suited to the level of the course. 3

Assessment and Measurement

3.1 The assessments measure the stated learning objectives or competencies. 3
3.2 The course grading policy is stated clearly. 3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy. 3
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. 2
3.5 The course provides learners with multiple opportunities to track their learning progress. 2

Instructional Materials

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. 3
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3
4.3 All instructional materials used in the course are appropriately cited. 2
4.4 The instructional materials are current. 2
4.5 A variety of instructional materials is used in the course. 2
4.6 The distinction between required and optional materials is clearly explained. 1

Course Activities and Learner Interaction

5.1 The learning activities promote the achievement of the stated learning objectives or competencies. 3
5.2 Learning activities provide opportunities for interaction that support active learning. 3
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 3
5.4 The requirements for learner interaction are clearly stated. 2

Course Technology

6.1 The tools used in the course support the learning objectives and competencies. 3
6.2 Course tools promote learner engagement and active learning. 3
6.3 Technologies required in the course are readily obtainable. 2
6.4 The course technologies are current. 1
6.5 Links are provided to privacy policies for all external tools required in the course. 1

Learner Support

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. 3
7.2 Course instructions articulate or link to the institution’s accessibility policies and services. 3
7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them. 2
7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them. 1

Accessibility and Usability*

8.1 Course navigation facilitates ease of use. 3
8.2 Information is provided about the accessibility of all technologies required in the course. 3
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. 2
8.4 The course design facilitates readability. 2
8.5 Course multimedia facilitate ease of use. 2

* Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.