# **Online/Blended Course Design:**

# **Standards of Excellence**

# **Memorandum of Understanding**

Course Title:

Intended Date of Course Offering:

Faculty Content Expert:

Instructional Designer:

Designing and teaching an online course requires a variety of skills that are different from teaching a course face-to-face; this can include new forms of technology and access to specialized media resources. Likewise, learning in an online environment requires a skill-set many students are still developing when they come to college.

To address these unique challenges, and to better assist our students, a collaborative team-based approach to online course development is an effective way to bring about new course offerings online; this model brings a faculty member, an instructional designer, and multi-media experts together.

It is important to note that our process of online instructional design reflects an Ignatian pedagogical model whereas the student learning experience is intentionally designed to reflect the five elements of Ignatian teaching: **context, experience, action, reflection and evaluation**.

In addition to contributing to student success and minimizing faculty stress, the following checklist allows for greater quality assurance for all Marquette digital educational offering. It maintains a common format and the value associated with taking a Marquette online course. It also insures that online courses meet legal requirements for ADA, FERPA and copyright compliance.

The representatives below have read the above statements and agree in principle to adhere to an agreed upon timeline and to meet the checklists on the following pages.

**Signatures:**

Director of Online Pedagogy and eLearning Production Date

Faculty Date

Instructional Designer Date

Academic Media Specialist Date

## Compliance

|  |  |
| --- | --- |
| **Requirements**  | **Met** |
| The course is FERPA compliant. Required web tools outside D2L are set as private and/ or student option for pseudonym. |[ ]
| The course is copyright compliant; minimizes risk of infringement. |[ ]
| Marquette Intellectual Property document is signed. |[ ]
| The course adheres to MU Accessibility Checklist (see attached checklist). |[ ]

## Course Information Module (required)

| **Requirements** | **Met** |
| --- | --- |
| A statement introducing the student to the course structure |[ ]
| Course learning outcomes |[ ]
| Course syllabus |[ ]
| Calendar of assignments and due dates |[ ]
| Instructions for using D2L Dropbox and Discussions |[ ]
| Instructions for changing settings in D2L notifications |[ ]
| Link to Marquette's Netiquette guidelines for peer communication and any additional guidelines specific to the course |[ ]
| Link to MU policies for online courses (Attendance, Disability, and Academic Integrity) |[ ]
| Attendance policy for courses that have a face-to-face component |[ ]
| Grading Policy (deadlines, consequences of late submissions, etc.)  |[ ]
| Criteria and rubrics for graded assignments |[ ]
| Link to MU eLearning Troubleshooting and Tech Support |[ ]
| List of technology requirements |[ ]
| Clear technical support documents |[ ]
| Instructions on how to access resources at a distance are sufficient and easy to understand. |[ ]
| Tutorials and resources that answer basic questions related to course content (research, writing, technology) |[ ]

## Course Content Module

| **Requirements** | **Met** |
| --- | --- |
| An image and a welcome message on the News Page |[ ]
| Mid-course student survey  |[ ]
| Completed Gradebook in D2L |[ ]

## General Guidelines for Content Design and Layout

| **Requirements** | **Met** |
| --- | --- |
| Each Module includes an overview, image, learning objectives, readings and resources. |  |
| Learning objectives are clearly stated in each module. Learning objectives are measurable and align with course level goals/outcomes. |[ ]
| All instructional materials are aligned with learning outcomes.  |[ ]
| All resources are appropriately cited.  |[ ]
| Navigational organization of course is easy to understand |[ ]
| Uses descriptive text when naming modules, submodules, and any file uploaded or created in D2L (e.g. assignments, activities, quizzes). |[ ]
| Uses consistent naming conventions between D2L Dropbox, Gradebook and D2L Content. |[ ]
| The instructional materials are logically sequenced and integrated.  |[ ]
| Uses *chunking*. Divides content into brief sections that correspond to the logical breaks of the course content. Breaks down processes into units, steps, phases. |[ ]
| Uses straight forward and simple sentences; short paragraphs; lists; well-organized content. |[ ]
| Graphic design of course complies with style sheet Verdana – 10-12 Heading 2 (main) Heading 3 (sub)Images included/appropriate and labeled |[ ]
| When possible, students have options of the tools they use, the order and timing to complete tasks, and the content used for practice and assess skills. |[ ]
| Technologies required are either provided or easily downloadable. Links are provided when download is necessary.  |[ ]

Facilitation and Interaction – Does the course guide the student through the process of inquiry and mastery of skills?

| **Requirements** | **Yes** | **No, Explain** | **N/A** |
| --- | --- | --- | --- |
| Learning outcomes address content mastery, critical thinking skills, and core learning skills. |[ ]   |[ ]
| Learning activities foster instructor-student, content-student, and student-student interaction.  |[ ]   |[ ]
| Course includes resources or activities that foster a sense of community and social presence to support open communication and trust (Icebreaker, Cyber Café, Q&A Forum). |[ ]   |[ ]
| Expectations for interaction are clearly stated (netiquette, timing, frequency of contributions). |[ ]   |[ ]
| The course design prompts the instructor to be active and engaged with students; instructor presence advances students’ learning experience. |[ ]    |[ ]
| The requirements for student engagement and participation are clearly indicated. |[ ]   |[ ]
| Clear standards are set for instructor response and availability. |[ ]   |[ ]
| Students have an opportunity to get to know the instructor.  |[ ]   |[ ]

Context – Does the course content capitalize on students’ diversity and create a safe, inclusive learning environment?

| **Requirement** | **Yes** | **No, Explain** | **N/A** |
| --- | --- | --- | --- |
| Instructional materials and activities are culturally responsive and appropriate for a diverse audience (e.g., different racial, cultural, socioeconomic statuses, and gender groups).  |[ ]   |[ ]
| Instructional materials and activities are socially relevant. |[ ]   |[ ]
| Activities model inclusive behavior (e.g., being mindful of the use of figurative language and the use of humor, presenting examples that work across cultures and a diverse audience).  |[ ]   |[ ]
| Course provides opportunities that activate and leverage learners’ prior knowledge.  |[ ]   |[ ]
| Activities can be contextualized to students’ lives.  |[ ]    |[ ]
| Activities take advantage of learners’ diverse backgrounds and life circumstances to enrich the learning experience.  |[ ]   |[ ]

Experience – Does the course motivate learners to internalize concepts and foster development of higher-order thinking and problem-solving skills?

| **Requirements** | **Yes** | **No, Explain** | **N/A** |
| --- | --- | --- | --- |
| Students engage in activities that emulate real world applications (e.g. experiential learning, simulations, case studies, and problem-based activities).  |[ ]   |[ ]
| Instructional materials challenge students to consider on their assumptions.  |[ ]   |[ ]
| Activities enhance student interactivity and guide students to become more active learners. |[ ]    |[ ]
| Course offers opportunities for learners to collaborate with peers. |[ ]   |[ ]
| Students are encouraged to explore and share diverse resources.  |[ ]   |[ ]

Reflection – Do course activities help students create meaning from their experiences and individualize concepts?

| **Requirements** | **Yes** | **No, Explain** | **N/A** |
| --- | --- | --- | --- |
| Course presents opportunities for students to reflect on their own learning and establish connections between course material and other learning experiences.  |[ ]   |[ ]
| When possible and appropriate, analogies are presented to help students make connections between concepts, their lives, and the world around them. |[ ]   |[ ]
| Course presents opportunities for students to consider what the material means to them as an individual.  |[ ]   |[ ]
| Students are encouraged to reflect on the impact the course material has on them and the world around them.  |[ ]   |[ ]
| Activities encourage students to share their perspectives.  |[ ]   |[ ]
| Course presents opportunities for peer-to-peer reflection.  |[ ]    |[ ]

Action – Do students process and apply their new knowledge to engage in transformative action?

| **Requirements**  | **Yes** | **No, Explain** | **N/A** |
| --- | --- | --- | --- |
| Course presents activities that nurture students’ holistic development as intellectual, social, and emotional beings. |[ ]    |[ ]
| When appropriate, activities allow and validate multiple perspectives.  |[ ]   |[ ]
| Activities allow for opportunities to apply knowledge beyond the classroom. |[ ]   |[ ]
| The course provides opportunities for students to engage with and contribute to the community. |[ ]   |[ ]

Evaluation– How do assessments and feedback guide students through their own learning?

| **Requirements** | **Yes** | **No, Explain** | **N/A** |
| --- | --- | --- | --- |
| Course presents opportunities for students to become self-directed learners through pre-tests, self-checks, practice assignments, reflective assignments, etc.  |[ ]   |[ ]
| Rubrics are provided for assessment of students’ work.  |[ ]   |[ ]
| Course design allows for instructor to provide timely feedback.  |[ ]   |[ ]
| When possible, models of exemplary work are provided. |[ ]   |[ ]
| Course uses summative and formative assessments.  |[ ]    |[ ]
| Course includes frequent and varied methods of assessments. |[ ]   |[ ]
| Criteria for graded activities are clearly articulated.  |[ ]   |[ ]