Course Design Guide

<u>Course Quality Checklist</u>

The WVSU Online and Distance Education Policy, section 6.5, facilitates the following quality standards and procedures:

PRESENT	STANDARD/PROCEDURE
☐	**Course Infrastructure:** Courses must be organized into Modules and be adaptable to a 4-, 8-, or 16-week course offering, as well as hybrid delivery. Labels and headings must be consistent throughout course and follow the WVSU online course template.
☐	**Standard Web Formatting:** All course materials should be in a PDF or RTF format with screen reader compliance for accessibility.
☐	**Lesson Introduction:** Modules should contain an introduction that has a minimum of three complete sentences.
☐	**Measurable Learning Objectives:** Must be aligned with course activities (i.e., assignments, discussions, assessments) and use action verbs that are measurable (refer to <u>Revised Bloom's Taxonomy</u>). ***Examples:*** *Correct:* *By the end of this lesson, students will be able to* *1. Identify the color of the sky.* *2. Explain why the color of the sky is blue.* *3. Name three types of clouds.* *Incorrect:* *By the end of this lesson, students will be able to* *1. Should say what the color of the sky is (NOTE: not specific and not action-based).* *2. Understand why the sky is blue (NOTE: not measurable).* *3. Understand three types of clouds (NOTE: not measurable).*
☐	**Learning Resources:**

These multi-modal resources are the primary representation of the content learned in a course by students, which are directly related to objectives, activities, and assessments.

All online courses (i.e.,WEB 50, 80, 100) must include <u>at least</u> two of the following formats of learning resources:
- Instructional Media (e.g., TED Talk, Khan Academy, YouTube)
- Reading(s) – Similar to including reading assignments from a textbook in a traditional classroom, which present opportunities for the students to engage with the material at greater length, encounter multiple viewpoints, and engage with additional context. Examples include online academic articles, chapters from required course textbook, etc.
- PowerPoints, H5P
- Instructional Videos
- Lecture Notes

* NOTE – All audio in a course must be accompanied by a transcript to meet accessibility requirements (e.g., Americans with Disabilities Act (ADA)).

☐ **Supplemental Resources:**
These resources are secondary to the learning resources and provide additional insight into the content being covered within a week, unit, module, etc.

All online courses (i.e., WEB 50, 80, 100) must include at least two of the following formats of supplemental resources:
- Instructional Media (e.g., TED Talk, Khan Academy, YouTube)
- Practice Quizzes (i.e., non-graded assessments)
- Handouts and/or study guides (to supplement main learning resources)
- Surveys
- Online tutorials
- Maps (e.g., mind maps, concept maps)
- Charts
- Games

☐ **Weekly Discussions:**
A weekly discussion forum is used to facilitate student-student and student-instructor communication and is also aligned to module and course objectives. A discussion is assessed using a criterion-based rubric.

☐ | **Scored Assessment:**
At least one graded assessment is required in all online courses to measure student mastery of module objectives.

Scored assessments can be in the following formats:
- Weekly quiz
- Unit exam/test (covering multiple chapters at varying points in the semester)
- Final Exam
- Assignment (e.g., essay, student-created work such as a presentation, video, timeline, website, etc., journal, blog)
- Project

☐ | **Long-Term Assessment:**
Each online course must include one long-term assessment. These assessments can be in the form of a project, paper, and/or exam, which address content from more than one lesson, therefore providing students with the opportunity to relate multiple topics to each other.

Long-term assessments can be in the following formats:
- Final Paper
- Final Exam
- Project
- Presentation
- Portfolio