

ELI GUIDELINE FOR COURSE DEVELOPMENT

There are multiple deadlines for successful course development. It is necessary that you stay in contact with your instructional designer by email, phone and/or meetings.

NOTE: Registration for your course will NOT be open until the course is completed.

Task/Activity	Instructor Responsibilities	ID Responsibilities	Timeline	Completed
Pre-Meeting	<p>View orientation module:</p> <ul style="list-style-type: none"> • “Orientation for New ELI Course Developers” http://tinyurl.com/bn3ybvd <p>Read MOU</p> <p>Review the course content summary</p> <p>Review the QM Rubric</p>	<p>ID Associate Director’s and ID Team Lead’s Responsibilities -</p> <ul style="list-style-type: none"> Send the College’s current course content summary link to the team. Send copy of MOU. Provide a copy of QM Rubric. Send the link to the orientation module: “Orientation for New ELI Course Developers” http://tinyurl.com/bn3ybvd Schedule “Design Introduction” meeting with instructors & ID <p>ID’s Responsibilities -</p> <ul style="list-style-type: none"> Review course evaluations & grade distributions/success rates, etc. 	<p>Sent Date</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto;"></div>	
Design Introduction Meeting	<p>Sign MOU (Memorandum of Understanding)</p> <p>Discuss previous experiences teaching course on-campus or online.</p> <p>Discuss resource/textbook options. Include options for supplemental course materials.</p> <p>Refer to the course content summary and discuss course outline (topics, learning activities, innovative use of technology, assessment, etc.)</p> <p>Discuss a timeline for the course development</p> <p>Register for “Applying the QM Rubric” workshop</p>	<p>ID Associate Director’s and ID Team Lead’s Responsibilities -</p> <ul style="list-style-type: none"> Go over MOU and ELI Guideline for Course Development Discuss the QM standards Discuss requirements for proctored activities, adherence to College’s current course content summary, etc. Collect signed MOUs Update ELI Course Tracking Database <ul style="list-style-type: none"> Create new course records Add initial information gathered (e.g. faculty names, date revised course will be available, etc.) Upload signed MOUs and course proposals Communicate timeline to Jennifer and campus Provost(s) & Dean(s) 	<p>Meeting Date</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto;"></div>	<p>MOU & QM Reviewed</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto;"></div>

		<p>Request DEVL Blackboard site(s)</p> <p>ID's Responsibilities - Provide design handouts including course maps, the four characteristics of engaging learning activities, pacing charts, Bloom's Taxonomy, etc.</p> <p>Go over course evaluations & grade distributions/success rates, etc.</p> <p>Discuss OERs</p>		
Accessibility	<p>View design module "Accessibility" http://tinyurl.com/c8vzkem</p>	<p>Maureen's Responsibilities – Go over the Accessibility Checklist Discuss available resources</p> <p>ID's Responsibilities – Discuss with faculty their concerns. QM 8.X</p>		
OERs, Resource/Textbook Selection	<p>View orientation module: "Resource Selections & Copyright" http://tinyurl.com/bntqu5y Suggest resource/textbook information including publisher materials/options. Discuss all of the possible course materials Discuss OERs and library resources with ELI Librarian if needed</p>	<p>Introduce the course to ELI Librarian Help course developer make decision on the selection of course materials Discuss copyright with the course developer</p> <p>ID's Responsibilities – If new textbook is selected, add information to Course Tracking Database and raise "book revision" flag</p>	<p>Due By</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div> <p>*approximately 2 weeks</p>	<p>Quality Standards Met</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div>
Course Map Unit/Week Learning Objectives	<p>View design module: • "Alignment of Objectives, Activities, & Assessments" http://tinyurl.com/cpkscn5 Write clear and measureable unit/week learning objectives. QM 2.x, 3.1, 5.1 *****</p>	<p>Check/verify alignment of objectives & assessments. QM 2.x, 3.1, 5.1</p> <p>Review planned learning activities for technology used, resources, accessibility and variety. QM 1.1, 3.2 & 3.3, 6.x</p> <p>Check supplemental course technology for implementation issues. QM 6.x</p>	<p>Due By</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div> <p>*approximately 2-3 weeks</p>	<p>Quality Standards Met</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div>

<p>Assessment/ Test Item (align with objectives)/ Learner Engagement</p> <p>Learning Activities (include technology/ resources)</p> <p>Grading</p>	<p>Identify and write assessment/test items. Align assessments/tests with learning objectives. Promote learner engagement. QM 3.1</p> <p>View design modules:</p> <ul style="list-style-type: none"> • “Engaging Online Students” http://tinyurl.com/bnsvlbw • “Technology Selection” http://tinyurl.com/c8cwsyw & “Technology Use/Production” http://tinyurl.com/cn5ncd5 • “Accessibility” http://tinyurl.com/c8vzkem <p>*****</p> <p>Plan a variety of learning activities & grading/assessment criteria (rubrics). QM 1.1, 3.2, 3.3, 6.x</p> <p>*****</p> <p>Determine grading for assessments and activities. QM 3.x</p>	<p>Review grading. QM 3.x</p> <p>Discuss the requirements for different types of assignments, such as, discussion topics and number of posts, blog posts and number of comments, etc.</p> <p>Start Course Information web page.</p>		
<p>One Standard Week/Unit Completed</p>	<p>View design modules:</p> <ul style="list-style-type: none"> • “Writing and Organizing Directions” http://tinyurl.com/c28jqgx <p>Write overview</p> <p>Include learning objectives</p> <p>Write clear, complete, and engaging directions for learning activities using ELI’s templates, including: Learning Activities Assessments</p> <p>QM 1.1, 2.4, 2.5, 5.x</p> <p>Check copyright QM 4.3</p>	<p>Show ELI templates, sample courses, and other examples</p> <p>Discuss and design a layout</p> <p>Create placeholders</p> <p>Review learning activity directions. QM 1.1, 2.4, 2.5, 5.x</p> <p>Check supplemental course technology for implementation issues & bugs using student accounts. QM 6.x</p> <p>Check against accessibility standards. QM 8.x</p> <p>Check against copyright standards. QM 4.3</p>	<p>Due By</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 5px auto;"></div> <p>*approximately 2-3 weeks</p>	<p>Quality Standards Met</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 5px auto;"></div>

Accessibility Check	Check accessibility QM 8.X	<p>Maureen’s Responsibilities – Check accessibility QM 8.X Document the accessibility issues found in the standard unit</p> <p>ID’s Responsibilities – Discuss with faculty their concerns. Check against accessibility standards. QM 8.x</p>		
<p>Remaining Weeks/Units Completed</p> <p>weeks/units</p> <p>Proctored Activities</p>	<p>For each week/unit Write overview</p> <p>Include learning objectives</p> <p>Write clear, complete, and engaging directions for learning activities using ELI’s templates, including: Learning Activities Assessments</p> <p>QM 1.1, 2.4, 2.5, 5.x</p> <p>***** Write & input exam questions. QM 3.1</p>	<p>Review learning activity directions. QM 1.1, 2.4, 2.5, 5.x</p> <p>Check supplemental course technology for implementation issues & bugs using student accounts. QM 6.x</p> <p>Check against accessibility standards. QM 8.x</p> <p>Check against copyright standards. QM 4.3</p>	<p>Due By</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div> <p>*approximately 2-3 weeks</p>	<p>Quality Standards Met</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div>
Syllabus	<p>Complete the syllabus in Blackboard, including</p> <p>Course Requisite Technical Skills Course Calendars Overview of Assignments Grading Polices Withdrawal and Incomplete Policies Plagiarism Policy Late Work Policy Etc.</p>	<p>Review the syllabus and check compliance for QM and ELI standards</p> <p>Open the course for registration</p> <p>Send proctored activities to the Testing and Tutoring Specialist</p> <p>Contact ELI ID Help for exam passes and course information page</p> <p>Send textbook information to the Bookstore Liaison</p>	<p>Due By</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div> <p>*approximately 2 weeks</p>	<p>Quality Standards Met</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 5px auto;"></div>

<p>Quality Matters™ self-review</p>	<p>Check QM General Standards 2, 3, 4, 5, 6, and 8</p> <p>Complete a QM Self-Review and send the report to the ID by following the directions below.</p> <ol style="list-style-type: none"> 1. Log into MyQM (https://www.qmprogram.org/myqm/) <ul style="list-style-type: none"> ◦ (NOTE: If you do not already have a MyQM account, you will need to create one. When you create your account, be sure to affiliate yourself with our institution which is <i>Northern Virginia Community College</i> and <u>NOT</u> NOVA (the NOVA acronym is associated with a college in another state).) 2. Click the link for the Course Review Management System in the menu at the top of window 3. Click the Higher Education tab 4. Select Start a Self Review <ul style="list-style-type: none"> ◦ You will find it helpful to click the Annotation link next to each specific review standard to review details about each standard ◦ You can scroll down to the bottom of the window and click the Save Self Review button if you would like to save your work periodically and/or come back to complete the self-review at a later time 5. Once you have completed your review, save a copy of your report and submit it to your Instructional Designer 	<p>Save the QM self-review report on ELI Common\Instructional Design\Quality Matters Review</p> <p>Review the QM self-review report and make changes to the course as needed</p> <p>Notify ID coordinator the completion of the team redesign</p>	<p>Due By</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 5px auto;"></div> <p>*approximately 2 weeks</p>	<p>Quality Standards Met</p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 5px auto;"></div>
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Course Map Guidelines

- Create early successes
 - Introduction with interests/experiences – develop sense of community
 - Assignment with lower level of difficulty or involving personal experience
 - Opportunity to share findings as they relate to subject matter
- Balance familiarity and novelty
 - Assignments should include familiar, less stressful activities such as essays, discussion forum postings, or blog entries.
 - Assignments should also include more challenging activities such as PowerPoint presentations, use of images/graphics/photographs, production of audio/video presentations, etc. online portfolio or journal, individual/group project
 - Use three or four types of activities three or four times each
- Focus on difficult/important ideas
 - Align with course objectives.
 - Consider prerequisite knowledge and skills
 - Provide additional resources to further explain concept.
- Group weeks into related topics or units
 - Not necessary to follow the text as written or include material that is not part of the Course Content Summary
- Sequence objectives
 - Shows relationship and building of concepts
 - Use chronology, concept building, skill hierarchy, or whatever makes sense for your discipline
- Distribute workload evenly for students and you
 - Vary assignment types over the length of the semester
 - Vary from week to week by type, difficulty and length of time to complete
 - Include exams, quizzes, discussions, real-world applications, individual field trips, movie/documentary summaries, practice, blog, journal, etc.
 - Include group activities – collaborative activity with one finished product; students evaluate individual participation
 - Keep grading load in mind
 - Pace deadlines
 - Shorter/easier assignments due same week
 - Longer/more difficult assignments, start one week & submit the next
 - Submit assignments evenly throughout the semester. Consider reduction in possible grade for late assignments.
 - Remember testing lab busy times
 - Busiest times will be midterm and at the end of the semester.
 - Give two week window for taking midterm & final.
 - Consider requiring final a couple of weeks before the end of the semester. Use project as final grade due at the end of the course

Learning Activity Characteristics

Active

Active learning requires processing information by analyzing, applying, evaluating, or generating it in a self-aware manner. Active learning takes the student beyond the passive reception of information from lectures or books.

Examples: Solving problems, comparing, contrasting, summarizing, critiquing, inductive and deductive reasoning, relating to personal experience, reflecting on learning, finding examples

Much research supports the active learning concept. Here are two examples.

- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66 (1), 64-74. Retrieved February 7, 2011 from <http://web.mit.edu/rsi/www/2005/misc/minipaper/papers/Hake.pdf>.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93, 223-231. Retrieved February 7, 2011 from http://www.bucknell.edu/Documents/Engineering/06-EE021-03-3129_1-9.pdf.

Engaging

Learners become intrinsically motivated when they encounter intriguing problems or ideas, or challenges to their assumptions or skills. Provocative activities get and keep students' attention.

Examples: Provocative discussion topics, simulations and games, demonstrations with unexpected results, mysteries/problems to solve

Researchers began studying curiosity over fifty years ago. More recently, research on immersive experiences (flow) and gaming points to the importance of learning activities with just the right amount of challenge. Here are two articles that present the research in each area.

- Arnone, M. P. (2003). *Using Instructional Design Strategies to Foster Curiosity*. Syracuse, NY: ERIC Clearinghouse on Information and Technology. Retrieved February 15, 2011 from http://www.marilynarnone.com/eric_digest_curiosity.htm.
- Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., and Steele, E. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18 (2), 158-176. Retrieved February 15, 2011 from <http://www.cedu.niu.edu/~shernoff/pdf/shernoff.spq.pdf>.

Relevant

Learning that is relevant to students' goals and experience, and authentic to the discipline being learned, is more effective.

Examples: Application of course content to current events, career goals, or personal experience; individual projects adapted to learner interests; authentic problems/case studies from the field of practice

Research on motivation and constructivist learning theory supports the importance of relevance in learning. The first article below describes the theoretical aspect of relevance in motivation. The second offers a good summary of the constructivist approach to designing instruction.

- Keller, J. (2000). *How to Integrate Learner Motivation into Lesson Planning: The ARCS Model Approach*. Paper presented at VII Semanario, Santiago, Cuba. Retrieved February 15, 2011 from <http://mailer.fsu.edu/~jkeller/Articles/Keller%2000%20ARCS%20Lesson%20Planning.pdf>.
- Savery, J. R., and Duffy, T. M. (1995). Problem based learning: An instructional model and its constructivist framework. *Educational Technology* 35, 135-150. Retrieved February 15, 2011 from http://www.ouwb.ohiou.edu/this_is_ouwb/papers/savery-duffy.pdf.

Collaborative

Student collaboration is one of the most effective instructional techniques, especially for higher-order learning. It's also a method for creating community, which helps motivate students to persist in courses.

Examples: Discussion, group problem-solving, debate, peer teaching, peer review, role playing

The first article reviews both the theory and supporting research behind cooperative and collaborative learning. The second article reviews research and theory supporting the relationship between community and persistence in distance learning.

- Johnson, D. W., Johnson, R. T., and Smith, K. A. (1998). Cooperative learning returns to college; what evidence is there that it works? *Change: The Magazine of Higher Learning*, 30 (4), 26-35. Retrieved February 15, 2011 from http://community.middlebury.edu/~vcc/download/2009/2009%20Statewide%20Conference/Tinto_Articles/CooperativeLearning.pdf.
- Rovai, A. P. (2002). Building sense of community at a distance. *The International Review of Research in Open and Distance Learning*, 3 (1). Retrieved February 15, 2011 from <http://www.irrodl.org/index.php/irrodl/article/view/Article/79/152>.

Weekly Study Time for Online Courses

Many courses are offered in different lengths during the semester. Use this chart to determine how many hours you should expect to spend on a particular course according to the number of weeks the course will run and the number of credits the course earns.

Course Length	1 Credit	2 Credit	3 Credit	4 Credit	5 Credit
6-week	5-8 hours/week	10-16 hours/week	16-24 hours/week	21-32 hours/week	26-40 hours/week
8-week	4-6 hours/week	8-12 hours/week	12-18 hours/week	16-24 hours/week	20-30 hours/week
12-week	3-4 hours/week	6-8 hours/week	8-12 hours/week	11-16 hours/week	14-20 hours/week
16-week	2-3 hours/week	4-6 hours/week	6-9 hours/week	8-12 hours/week	10-15 hours/week

Pacing - 16 Week Sessions

Include if necessary:

College closed:

xxx (insert dates) for yyyyyyy (insert holiday)

** This chart skips xxxxx (insert dates) (no assignments due).

Dates only:

Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)
1			9		
2			10		
3			11		
4			12		
5			13		
6			14		
7			15		
8			16		

Dates & Assignments:

Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Assignment	Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Assignment
1				9			
2				10			
3				11			
4				12			
5				13			
6				14			
7				15			
8				16			

Pacing - 12 Week Sessions

Include if necessary:

College closed:

xxx (*insert dates*) for yyyyyyy (*insert holiday*)

** This chart skips xxxxx (*insert dates*) (no assignments due).

Dates only:

Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)
1			7		
2			8		
3			9		
4			10		
5			11		
6			12		

Dates & Assignments:

Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Assignment	Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Assignment
1				7			
2				8			
3				9			
4				10			
5				11			
6				12			

Pacing - 8 Week Sessions

Include if necessary:

College closed:

xxx (*insert dates*) for yyyyyyy (*insert holiday*)

** This chart skips xxxxx (*insert dates*) (no assignments due).

Dates only:

Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)
1			5		
2			6		
3			7		
4			8		

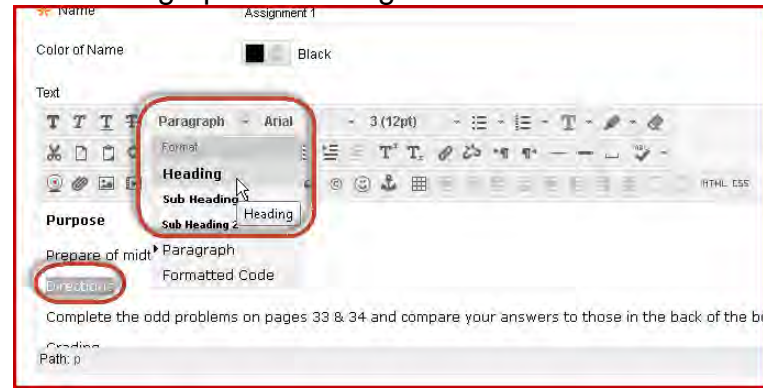
Dates & Assignments:


Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Assignment	Week	Starting Monday (12:01AM)	Ending Sunday (11:59pm)	Assignment
1				5			
2				6			
3				7			
4				8			

Accessibility Checklist

Text (BB content and Word or PowerPoint documents)

Content	Yes	No	Notes
Basic readable font (Arial, Verdana, Tahoma)			
Good contrast (dark colors on light background – preferably black on white)			
Use one font throughout (mixing fonts can become confusing or distracting)			
Font size should be 12 or 14 point (not too small or too large)			
Use formatting options/styles instead of larger &/or bolded text			
Use “Paragraph>>Heading” in BB			



Content	Yes	No	Notes
Use “Home: Heading 1” in Word 			
Avoid using all CAPS, bold , <i>italics</i> and <u>underlining</u> for emphasis			
Select colors carefully (not too bright or unusual)			
Avoid using color as only designation (not “all blue assignments are due on Tuesday”)			
Tables constructed using correct/appropriate column and row headings/designations			
Numbered/lettered lists preferred rather than bulleted lists			
Simple, easily understood language			

Links

Content	Yes	No	Notes
Meaningful text description used as link (“ Northern Virginia Community College ” instead of “Click here ”)			
Open in new window preferred with notation in link description (example: Review the Department of Education website (opens in new window) .)			

Audio

Content	Yes	No	Notes
Audio quality is clear			
Size/length of the file is appropriate & easily downloaded			
A written transcript is provided			
Audio player compatible for multiple platforms (such as iTunes, MP3, Windows Media Player, etc.)			

Video

Content	Yes	No	Notes
Video image is clear			
Audio quality is clear			
Size/length of the file is appropriate & easily downloaded			
Video is closed captioned with visual context cues where appropriate			
Video and captioning are synced			
Video player compatible for multiple platforms (such as Quicktime, RealPlayer, MP4, Windows Media Player, etc.)			

Images

Content	Yes	No	Notes
Images are clear			

Content	Yes	No	Notes
Animated images are used only when supporting course content			
Flashing/blinking images are avoided			
Alt-text &/or long descriptions are provided			
Null alt-text is used for images that are not necessary for instruction			
Image files load quickly and easily			

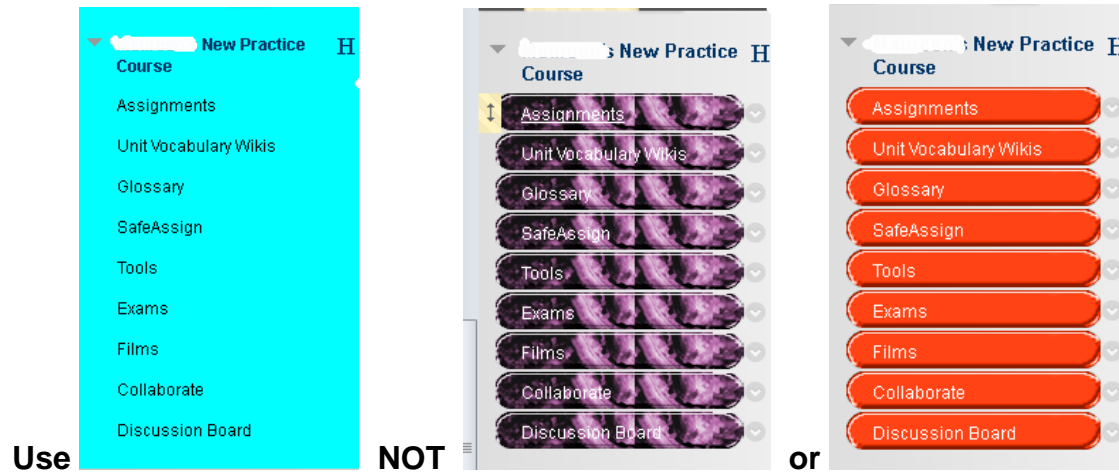
PDF files

Content	Yes	No	Notes
Original document was accessible before saving as PDF			
Converted to PDF not scanned and saved as PDF (is actually an image rather than a readable PDF)			

Notes:

1. Exam questions must follow the same accessibility guidelines as listed above.
2. Avoid using Flash objects when possible (most screen readers have difficulty reading objects created using Flash)

3. Use text rather than buttons for navigation in Blackboard.



4. Screen readers will read acronyms as one word (use “Department of Justice” instead of “DoJ”)
5. If using an outside website or publisher site,
 - a. Is there an accessibility statement?
 - b. Are videos captioned?
 - c. Are scripts provided for audio and video files?
 - d. Are simulators used? If so, are they accessible?
 - e. Is alt-text &/or descriptions available for images?
 - f. Are charts and graphs explained in detail?
6. All other objects – SoftChalk, popular movies, etc. – must be accessible for all students.

Resources:

[WebAIM web accessibility in mind](#)

Congratulations on receiving approval to develop a new course through the Extended Learning Institute (ELI). This memorandum of understanding outlines basic ELI policies and procedures for course development.

We expect that faculty developing ELI courses will do the following:

- Participate fully in the course development activities, including –
 - Meet (either face-to-face or online) regularly with your instructional designer(s) to fully participate in mandatory course design activities. (NOTE: *If you cannot participate in the required activities, we will have to delay development of your course until another semester when you can meet regularly with your instructional designer(s). This will require permission from the Associate Vice President for eLearning and your campus Provost/Dean.*)
 - Keep in regular contact with your instructional designer(s) about your progress and any questions or concerns. Respond to emails from your instructional designer(s) as quickly as possible (within 24-48 hours).
- Complete course materials by deadlines set by ELI. (NOTE: *We require that all course materials, including exams, be complete by approximately one month before the start of classes so that your instructional designer(s) can use this time before classes start to finalize necessary technical details for your course.*) You must develop a 16-week version and 8-week version of your course using the following schedule:

	Spring Semester	Summer Semester	Fall Semester
To start the 1st session of semester	November 15	April 15	July 15
To start the last session of semester	One month prior to start date	One month prior to start date	One month prior to start date

- Complete all required training, including the “Applying the Quality Matters™ (QM) Rubric” workshop, Blackboard competency training, Blackboard Collaborate training, and our New Faculty Orientation for online faculty, before and/or during the course development process so that you are fully prepared to participate in the course development project and teach online for ELI.
- Create courses that adhere to the current Quality Matters™ (QM) nationally recognized standards. These standards reflect best practices in distance learning and help ensure student success at ELI. (NOTE: *Your instructional designer(s) will make arrangements to provide you a copy of the current QM Rubric Workbook.*)

Please complete the information below and return your signed form (electronically or by campus mail) to your instructional designer at or before your first meeting. Your signature confirms your agreement to the requirements described in this memorandum.

I have received a copy of the QM standards.

I have read, understand and agree to adhere to the conditions set forth in this MOU.

Print Name: _____ Telephone Number: _____

Campus: _____

Course you are developing: _____

Proposed semester and session course will be first offered: _____

Signature: _____ Date: _____