

## Course Guidelines Annotations

### Chair Review

1. The instructor has provided a clear and meaningful description of the course. The purpose of the course and the expectations of the learner are also clearly stated.
2. The learning outcomes are specific to course purpose. Outcomes focus on student behavior, use simple specific action verbs, and state desired performance criteria. Outcomes reflect what students are able to demonstrate upon completion of a course.
3. Course activities (readings, discussion boards, blogs, etc.) are appropriate for the level of the course.
4. Course activities (readings, discussion boards, blogs, etc.) are aligned to help students achieve the stated outcomes. The assignments and activities help the student absorb, connect and master the course content.
- 5-6. Instructional materials contribute to the learning objectives for the course and are explained to the student. The instructor has identified resources to help students master the course. Further, students have access to the resources and have been informed about how to access them. Instructional materials are appropriate for the level and purpose of the course.
- 7-8. The instructor has clear assessment measures in place for each of the learning objectives. The flow of assignments supports achievement of the learning objectives. There are multiple opportunities to assess student learning throughout the course schedule. Learning objectives address a variety of educational goals, including content mastery, critical thinking, and skill development, as appropriate to the specific course.

## Instructional Design Course Development Guidelines Review

### Course Overview and Introduction

1. All course elements are available in and/or accessible via NKU Blackboard, learnonline.nku.edu. Students can access the course content no matter what operating platform or Internet connection they use.
- 2-3. Instructions made clear on how to get started with the course and where to find various components. Instructor has indicated a clear place for students to start on the first day to understand the layout and organization of the course.
4. The instructor has clearly outlined all technical skills needed to master the course. Further, all computer software, hardware, and equipment required for the course are clearly described in the introductory sections of the course.
5. The instructor has provided a self-introduction about how/when to contact him/her, and overall expectations about the course through introductory statement/document or video.

### Course Design/Usability

6. Students can intuitively determine what content is housed in each course link/button; all links lead to content stated.
7. Course design facilitates readability—using units, weekly groupings, subfolders, etc. to break course session content into small, easily navigable parts. Course uses accessible color and contrast to provide readable links to all users.

### Course Technology/Learner Support

- 8-10. The instructor has identified resources to help students master the course. Further, students have access to the resources and have been informed about how to access them. (Some examples: Course documents have been put on electronic reserve through the Stealy Library, i.e. a librarian has been embedded in the course to assist with a research projects). Students have been given access to course content available through the textbook publisher. Students have clear instructions on how to submit assignments. Students can clearly and easily find course resources or the links to them. Course navigation is easy to use and accessible.

### Course Activities

11. Learning activities promote and provide opportunities for interaction with instructor and/or students that support active learning to engage with course content.
12. Course activities align with stated learning objectives for activities, sub-units, units, or course level outcomes.
13. Course assignments are designed to appeal to students with multiple learning styles (auditory, visual, and experiential). The course makes use of interactive learning tools provided and supported by NKU or other outside 3<sup>rd</sup> party tools to engage students in active learning with course materials and/or peers.
14. Students clearly know what is expected of them, how they will be graded, and when assignments are due. Instructor states expectations for turnaround time for grading of major and/or minor assessments.
15. Instructor expectations of assessments are clearly stated through rubrics or other explanations that align with course objectives and outcomes.

## Course Materials/Technology

16. Course materials and tools contribute to stated course learning objectives.
17. Course instructional materials and resources are organized in a way that is easily navigable for students. Organization is consistent throughout course.
18. How-to instructions are provided for any supplementary course tools (i.e. tools outside of BlackBoard such as Google Docs, VoiceThread, outside wikis). These tools are not required but if used must include clear use instructions and expectations.
19. If instructor requires outside tools in course materials, the application or use toward achieving learning objectives is stated.
20. Course provides a link to any technical support necessary to complete tasks using technology employed in course.
21. Course provides alternative means to access course materials in formats that meet the needs of diverse learners (i.e. closed-captioned videos, transcripts, etc.). Accessibility as defined here is a requirement for course approval. Images used in courses must include alt-tags, tables must include tags, pdf files must be accessible and not saved as scanned images.
22. Course materials include access to or state course/university policies with which the student is to comply (such as late policies, academic honesty code, etc.).
23. The course must comply with copyright laws for Fair Use and TEACH ACT. Instructors are expected to know what those laws are for their course materials. A training course about copyright is available through the Stealy Library.
24. In compliance with ADA guidelines, instructors should ensure that the course can be easily adapted to make it accessible to students with "disabilities". The NKU institutional policy regarding ADA compliance should be available through the course. This can be noted in the course design by referring to the policy website and appropriate contact information. For specific accommodations, students with disabilities should be referred to the Disability Services Office.

## Educational Outreach Course Development Guidelines Review

1. Instructor clearly states plan for response time when submitting grades, commenting in discussion boards, or providing student feedback.
2. Instructor provides course etiquette or netiquette expectations.
3. Instructor engages with students in a variety of ways beyond grading/feedback to encourage active and supportive learning environment. Instructor may engage through recorded lectures, participation in discussion boards, weekly emails, etc.
4. Course materials provide a variety of engagement strategies to meet the needs of diverse learners. Materials beyond Word documents or PowerPoints without narration are provided to encourage varied modes of interaction with content.
5. Any technologies or tools used outside of the LMS (or integrated within it) are ADA compliant, readily available, and easily accessible to all students.
6. Clear grading policies are stated throughout the course and include specific expectations or grading criteria for how work will be evaluated.