Course Development Deadlines and Deliverables: Broad Task Areas

During this step, the faculty member(s) and DLIT will work together to define specific tasks, deadlines, and deliverables.

Analyze

- Who are your learners?
- Where will they learn the material?
- Where will they apply the material?
- What are your learning objectives?
- What is the structure of the current course?

Design

- For your learning objectives, learners, and learning context, what type of activities are engaging?
- For your learning objectives, learners, and learning context, what type of activities will facilitate learning?
- For your learning objectives, learners, and learning context, what challenges might your learners experience?

Development

- Identify, choose, or create the instructional components that will facilitate learning

Implement

- Put all of the instructional components together into an instructional package

Evaluate

- Get feedback from potential students about various instructional components.
- Get feedback from colleagues in your content area about the course
- Get feedback from colleagues outside your content area about the course
- Complete quality checklists
UNT Dallas Quality Standards

During this step, the faculty member(s) and DLIT will explore the quality of the course using three documents: 1) Multimedia Checklist, 2) Quality Matters Rubric, and 3) THECB Principles of Good Practice.

Multimedia Checklist, Criterion (NOTE: under-discussion)

<table>
<thead>
<tr>
<th>Standard Criteria (Mayer's Multimedia Learning Principles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of slides include both pictures and words</td>
</tr>
<tr>
<td>When printed words and graphics are present, words are placed near corresponding graphics</td>
</tr>
<tr>
<td>When spoken words and graphics are present, spoken words and corresponding graphic are presented simultaneously</td>
</tr>
<tr>
<td>The length of clip is 10-15 minutes.</td>
</tr>
<tr>
<td>New declarative knowledge (i.e. vocabulary and facts) is introduced outside of the recorded lecture</td>
</tr>
<tr>
<td>Words, images, and sounds that are not related to learning objectives are EXCLUDED</td>
</tr>
<tr>
<td>Narrated graphics and animations are text free (except in special situations)</td>
</tr>
<tr>
<td>Content is presented in a conversational tone</td>
</tr>
<tr>
<td>On-screen coaches effectively promote learning</td>
</tr>
<tr>
<td>Use a visible author effectively to promote learners motivation</td>
</tr>
</tbody>
</table>

MEDEA Awards Criteria

| The learning objectives are clearly stated |
| Chosen media is appropriate |
| Chosen media is utilized appropriately |
| Style and design are appropriate for intended audience |
| The media is easy to use |

Quality Matters Rubric – Criterion

(The cells of the ‘essential standards’ have a blue background)

<table>
<thead>
<tr>
<th>Course Overview and Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
</tr>
<tr>
<td>1.2 Students are introduced to the purpose and structure of the course.</td>
</tr>
<tr>
<td>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.</td>
</tr>
<tr>
<td>1.4 Course and/or institutional policies with which the student is expected to comply are</td>
</tr>
</tbody>
</table>
clearly stated, or a link to current policies is provided.

1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

1.6 Minimum technical skills expected of the student are clearly stated.

1.7 The self-introduction by the instructor is appropriate and available online.

1.8 Students are asked to introduce themselves to the class.

Learning Objectives (Competencies)

2.1 The course learning objectives describe outcomes that are measurable.

2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

2.3 All learning objectives are stated clearly and written from the students’ perspective.

2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.

2.5 The learning objectives are appropriately designed for the level of the course.

Assessment and Measurement

3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.

3.2 The course grading policy is stated clearly.

3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.

3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.

3.5 Students have multiple opportunities to measure their own learning progress.

Instructional and Materials

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.

4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

4.3 All resources and materials used in the course are appropriately cited.

4.4 The instructional materials are current.

4.5 The instructional materials present a variety of perspectives on the course content.

4.6 The distinction between required and optional materials is clearly explained.

Learner Interaction and Engagement

5.1 The learning activities promote the achievement of the stated learning objectives.

5.2 Learning activities provide opportunities for interaction that support active learning.

5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.

5.4 The requirements for student interaction are clearly articulated.

Course Technology

6.1 The tools and media support the course learning objectives.

6.2 Course tools and media support student engagement and guide the student to become an active learner.

6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.

6.4 Students can readily access the technologies required in the course.
6.5 The course technologies are current.

**Learner Support**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.

7.2 Course instructions articulate or link to the institution’s accessibility policies and services.

7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services.

7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services.

**Accessibility**

8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.

8.2 The course contains equivalent alternatives to auditory and visual content.

8.3 The course design facilitates readability and minimizes distractions.

8.4 The course design accommodates the use of assistive technologies.

---

**Principles of Good Practice Checklist and Agreement**

(This document is adapted from one developed by the UT TeleCampus and the THECB)

1. **Technical Notes**

   Students will use a variety of browsers and hardware. Have you tested your course on a combination of browser versions and hardware platforms? (For example, Netscape on an older PC, or Explorer on a Mac). Did the course pass all of these requirements?

2. **Americans with Disabilities Act**

   Does the course comply with the Americans with Disabilities Act and, specifically, the Rehabilitation Act Amendments in Section 508? For more information, see the ADA Guidelines and Section 508 of the Rehabilitation Act regarding electronic and information technology accessibility standards.

3. **Course Copyright and Permissions**

   It is the responsibility of the instructor and his/her colleagues to ensure that all copyright provisions are met and those permissions have been obtained as appropriate. Instructors can locate information on copyright law relating to the use of academic materials at: http://untranet.unt.edu/undalls/dlit/policy.

   Have you confirmed that the inclusion of all course materials in the course not developed by the copyright holder meet "fair use" guidelines, or that you are otherwise exempt from liability from infringement, or you have received appropriate permissions from all copyright holders?

   In any case where the institution and/or course author(s) contribute copyrightable expression,
the institution and/or course author(s) warrant that they are the only owner(s) of the course and have full power and authority to make this agreement; and that the course does not infringe any copyright, violate any property rights, or contain any scandalous, libelous or unlawful matter.

Have you obtained and met all copyright permissions as appropriate to the course content?

Have you confirmed that the inclusion of all course materials in the course not developed by the copyright holder meet "fair use" guidelines, or that you are otherwise exempt from liability from infringement, or you have received appropriate permissions from all copyright holders?

If not, have you acquired permission to use or link to the materials?

4. Curriculum and Instruction

1. The course results in learning outcomes appropriate to the rigor and breadth of the credit type offered.

2. The online course is complete and coherent (i.e., all materials loaded, tests built, etc.).

3. The instructor has identified necessary course materials for students and has provided information on how to purchase or obtain materials.

4. Students can complete the course online without physically visiting the institution offering the course (i.e., all necessary instruction and support exists to serve the off-campus student).

5. The course provides for timely and sufficient interaction between faculty and students and among students.

6. The instructor will provide feedback for students on assignments and respond to questions in a timely manner. The instructor has detailed these guidelines in the course.

7. When teaching the course, the faculty member will be available to support and communicate with the students and oversee student projects and evaluation.

8. Students will have the opportunity to interact with each other and with faculty outside of the online class to build a learning community.

9. The academic standards and learning outcomes for the online course match the standards and outcomes set for on-campus courses.

   a. The course provides students with clear, complete, and timely information on course goals and objectives.

   b. The course specifies the necessary technology competence and skills to access the course and participate in all classroom activities.

   c. The course meets the institutional standards for content, reflective learning, competencies, etc. as other courses.
d. Student learning online is comparable to student learning offered at the campus where the program or course originates.

10. Is this course self-paced or is the student's progress structured by the instructor (for example, do deadlines exist for discussion participation, quizzes, tests, or assignments)?

5. Institutional Context (Role) and Commitment

1. The course and associated technology requirements are consistent with the UNT Dallas policies.

2. Course announcements and catalog entries provide appropriate information about the course and services associated with the course. Note: If 50% of the course content is delivered electronically or off-campus, it must be listed as a distance learning course in the official schedule of courses and in all promotional materials.

3. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

4. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course. This would include, if appropriate, prerequisite technical and/or content background.

5. The institution provides the faculty with support services specifically related to teaching online.

6. Will the institution provide support for future revisions to the course?

7. The institution provides adequate equipment, software, and communications access to you and your co-developers to support the interaction with students, other faculty and other institutions or services.

8. Has the institution demonstrated a commitment to ongoing support, both financial and technical, to continue the course for a sufficient amount of time for students to complete the course or program where the course is associated?

9. The institution will evaluate the course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

6. Evaluation and Assessment

1. Students will be given an opportunity to evaluate this online course.

2. How will the instructor assess student achievement in the course? By what means? Please provide grading guidelines and types of assessment.

3. Will the instructor use the assessment described in question 2 to make necessary revisions to
the course at regular intervals?