



# Minimum Guidelines for Creating an Online Course in eCollege

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**Quality Control.** The online experience for each student at Colby Community College should be of quality and consistency. The parameters listed below must be followed in the creation of an online course.

**Announcements and Homepage.** A Welcome message will be posted on the homepage introducing students to the course. This message will direct the student to click on the syllabus under the Course Home and give direction to the student on how to proceed.

**Instructional Staff Information.** Instructional staff information must be provided as part of the syllabus or course homepage. Items to include are the instructor's name, and appropriate picture or introduction audio/video, email address, work telephone, office location (if any), office hours, and inform students of email and phone response time.

**Creating Community.** The course will incorporate deliberate attempts to create community through the use of asynchronous tools such as discussion boards and email. The course is designed so that the instructor is engaged with the students throughout the term. Student-initiated interactions are encouraged.

**The Course Home.** This will contain important and relevant information so the student is aware of the expectations and guidelines for your course. The Course Home section will contain information regarding necessary textbooks, software, plug-ins, equipment or supplies. The items should appear under Course Home in the following order. These items appear under Course Home in the following order:

1. Syllabi
2. Class Introduction Discussion Board
3. Practice Assessment (Question: Have you read and do you agree to the syllabus?)
4. How My Course Works Document

**Course Syllabus.** The course syllabus document provides clearly stated expectations/protocols defining or explaining required levels of student participation. The method of assignment formats and how they are to be submitted is clearly explained. The grading policy should be listed in the syllabus.

**Organizing Course Content.** The course must be consistent in format, instructional design and presentation of course materials. Content is presented in manageable segments in a logical hierarchy. The instructional materials are easy for the student to use and find. Course content is organized in a manner that is clear and easy to navigate.

Units are created for organizing course content. For example, create a unit for each chapter or lesson to be covered in your course. The content items within a unit starts at the top and works its way down. Utilize the Unit Introduction to give the student instructions on how to complete each chapter or lesson and give further directions

**Learning Specifics.** The course uses a variety of learning media and materials appropriate to the course that supplement and support the course text and student learning. Instructional materials and activities clearly support the stated learning outcomes and unit/module objectives. Assignments and activities requiring the use of technology explain how the technology is to be used by the student. The course's learning activities support the achievement of the stated course objectives by addressing multiple learning styles. Any activities, tools and media enhance student interactivity and encourage the student to become an active learner. The course utilizes a variety of tools to enhance and enable student learning to achieve course learning outcomes and unit objectives. The course may include some of the following tools:

- PowerPoint presentations (audio/non-audio)
- Animations/simulations
- Audio files
- Blogs
- CD-Rom- commercial or instructor produced
- Chat
- Discussion boards
- Graphics and/or images
- Video files
- RSS Feeds or Podcasts
- Self-tests
- Links to resources on websites
- Student presentations
- ePortfolios
- Messages and/or email
- Wikis
- Case Studies
- Writing Assignments
- Journaling

Assignments provide the student with ample opportunities to practice, apply concepts and skills. These assignments require that the student appropriately and effectively use external resources including: print, library, web-based, and other electronic resources. Assignments encourage the students to employ critical thinking strategies.

**Assessments.** Course evaluations are linked to course objectives and include multiple ways of assessing students. Each online course at Colby Community College must have a minimum of four assessments. Proctored exams may be used at the discretion of the instructor. The types of assessments selected measure the stated learning outcomes and unit objectives and be consistent with course activities and resources. Assessments may include a variety of the following:

- Self-check or practice type tests to provide quick student feedback.
- Online testing
- Discussion board postings
- Projects (Group or Individual)
- Student presentations
- Peer evaluations
- Case studies
- Papers.