

COURSE DEVELOPMENT GUIDELINES

QUALITY MATTERS

Course master development requires a considerable amount of time, funds, and resources to ensure the master is designed to meet *Quality Matters* standards and credit hour compliance, as well as provide our students with a signature learning experience. The goal then is to approach development with sustainability in mind and to develop a master that can be used across all future course sections for at least two consecutive years without needing major revisions.

You can read more about *Quality Matters* at
<http://www.qualitymatters.org>



Course
Map



Credit Hour
Compliance



Course
Master

Eight current, research-supported, and practice-based quality standards

Alignment among learning outcomes, materials, activities, tools, and assessments leads to a solid course

STANDARD 01

Course Overview

Instructions on how to get started and how to be successful in the course

STANDARD 02

Outcome Alignment

Measurable, specific, and observable with clear relationship to one other

STANDARD 03

Assessment

Sequenced, varied, and suited to the level of the course, using specific and descriptive criteria

STANDARD 04

Learning Materials

Contribute to achievement of outcomes with clear relationship to activities

STANDARD 05

Learning Activities

Promote achievement of outcomes with opportunities for interactions that support active learning

STANDARD 06

Course Technology

Support learning outcomes and learner engagement

STANDARD 07

Learner Support

Clear description of the technical and academic support services available

STANDARD 08

Accessibility

Alternative means of access that meet needs of diverse learners

Designed with the student perspective in mind

Fosters continuous improvement to ensure all courses will eventually meet expectations

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A college or program may have additional design guidelines to inform the development process.



Course Map



Credit Hour Compliance



Course Master

STANDARDS	HOW STANDARDS ARE MET	TEAM ROLES	RESOURCES
01 Course Overview Instructions on how to get started and how to be successful in the course	"Start Here" module includes course overview and description, outcomes, modality, technology requirements and skills, required learning materials, grading and communication policies, and academic and technical support resources. The Syllabus provides instructor information, course grading policy, and schedule.	The LD builds the module content with specific course information, and the SME and Chair review and approve.	NLU official syllabus template
02 Outcome Alignment Measurable, specific, and observable with clear relationship to one other	Module learning outcomes (MLOs) are measurable, specific, and observable, as well as appropriate for the course level. They are aligned to the course learning outcomes (CLOs), that is, achievement of the MLOs contributes to achievement of the CLOs, and are written from the learner's perspective.	The SME and LD collaborate to write MLOs in the Course Map, and the Chair approves the alignment when reviewing the Course Map.	Using Bloom's Taxonomy to Write Objectives Guide on Writing Learning Outcomes
03 Assessment Sequenced, varied, and suited to the level of the course, using specific and descriptive criteria	Course assessments measure achievement of learning outcomes in a variety of appropriate ways (e.g. quizzes, papers, discussions, projects, etc.), are sequenced to build on previous learning, and are appropriate for the course level. Clear instructions and specific and descriptive criteria are provided. There are opportunities for learners to track learning with timely feedback.	The SME writes assessments in the Course Map, the Chair approves the assessments when reviewing the Course Map, and the LD builds the assessments, rubrics, and gradebook in the LMS.	Designing Writing Assignments Examples of Course Assessments
04 Learning Materials Contribute to achievement of outcomes with clear relationship to activities	A variety of materials in the course contribute to the achievement of outcomes (e.g., textbook, journals, articles, videos, podcasts, etc.), represent up-to-date theory and practice in the discipline, and model academic integrity and permissions for us. The relationship between the learning materials and activities is clearly explained.	The SME (with LD and NLU Library support) identifies materials in the Course Map, and the LD adds materials and alignment in the LMS.	Guide to Copyright NLU Library Guide Selecting Learning Materials
05 Learning Activities Promote achievement of outcomes with opportunities for interactions that support active learning	Learning activities promote achievement of learning outcomes and provide opportunities for interactions between instructor and students, students and students, and students and content. Research-based instructional strategies promote active learning. Clear instructions are provided.	The SME (with LD support) develops activities in the Course Map, and the LD builds activities with clearly stated expectations in the LMS.	Active Learning in an Online Course Classroom Activities for Active Learning
06 Course Technology Support learning outcomes and learner engagement	A variety of course tools are used to promote achievement of learning outcomes and promote learner engagement and active learning. Course provides learners with information on protecting their privacy when using these tools.	The SME (with LD support) identifies course tools in the Course Map, and the LD ensures tools are appropriate and support outcomes.	Tech Tools for Active Learning Classrooms
07 Learner Support Clear description of the technical and academic support services available	The "Start Here" module articulates or links to a clear description of the following that can help learners succeed: - academic support services and resources - accessibility policies and services - student services and resources - technical support	The SME identifies additional support that may be needed for learners to successfully complete learning activities, and the LD adds additional support links in the LMS.	NLU's Student Services
08 Accessibility Alternative means of access that meet needs of diverse learners	Course navigation facilitates ease of use, and course design facilitates readability. The course provides accessible text and images in files, documents, LMS pages, and web pages, as well as alternative means of access to multimedia content in formats, to meet the needs of diverse learners. Vendor accessibility statements are provided for all technologies required in the course.	The SME (with NLU Library support) selects resources that meet the needs of diverse learners, and the LD builds the course ensuring accessibility of content and design elements.	ADA Accommodations Build Accessible Courses