Getting Started with

Online Course Development:

Step-by-Step Instructions

The step- by-step instructions below are meant to guide you as you develop your online course. As always, please feel free to contact The Office of Instructional Technology for assistance.

1. Prepare by discussing the course with your Division Chair

Make decisions about the following:

* Which course?
* Is this new development or re-development? (If a course does not meet standard4.3 “Instructional materials are designed for an effective online environment,” from the rubric, the substantial amount of time and effort it will take to develop instructional materials for an effective online environment qualifies the course for re-development.)
* Estimated development time frame: Begin \_\_\_\_\_\_ End \_\_\_\_\_\_
* When will the course be taught?
	+ Keep in mind that if you teach the course for one semester while it is under development, you should have the course ready for evaluation 30 days after the end of the semester in which you taught.
* Will the course be developed as part of your load (in-load) or will it be overload?
* If in-load, will release time be provided? If so, how? (Keep your annual goal sheets in mind as you consider this question.)
* If overload, will you accept the stipend?
	+ Note that the course will need to pass the Online Course Development Rubric *whether you accept the stipend or not*.
	+ Please also note that accepting the stipend influences your course ownership. Please refer to the MSU Course Ownership Policy or speak to your Chair.
1. Acquire a blank Agreement for Development of Online Courses form

You can obtain the form from the [Office of Instructional Technology website](https://www.mayvillestate.edu/Academics/IThome/Pages/CourseDevelopment.aspx) or request from Chris or Sheena.

* Complete the form and sign it.
* Have your Division Chair sign it.
* Bring the form to the Office of Instructional Technology.

We will start a file for the course, route the Agreement for signatures and a copy will be sent to you and your Division Chair. The original signatures will be sent to the Title III administrator for grant records. We will create a Moodle shell for the course so that you can begin development at your convenience.

1. Welcome email

You will receive a welcome email with instructions, confirmation of the time frame agreed upon, and a copy of the Faculty Senate-approved Online Course Development Rubric. You will also be given the information you need to access your new course shell. Chris will ask you for dates and times to meet.

1. Meet with your Instructional designer

Make an appointment with Chris to discuss the course:

* Come to the appointment with your course objectives and a syllabus.
* Be prepared to discuss the following:
1. What are your learning objectives for this course?
2. How do you intend to make your interactions with online students substantive? How will you demonstrate this? (The DoE proposed a definition of correspondence course that “addresses pedagogy by noting that the interaction between the instructor and the student in a correspondence course is limited, is *not regular and substantive* and *is primarily initiated by the student*. The proposed definition also notes that a correspondence course is typically designed so that a student proceeds through the *course at the student’s own pace*.”)
3. What tools will you need to make your course equivalent to a face-to-face course of the same subject?
	1. How will you deliver your instruction?
	2. What learning activities will you provide?
	3. What assessments will you use?
4. How will you engage your online students?
5. What is your “timely manner” policy?
6. Are you using the Library as a resource in your course?
* Make another appointment to meet with Chris about halfway through the time frame for development and again near the end of the time frame to review progress.
1. Keep in Touch

Meet with Chris to touch base on your progress. If progress on your course is not as expected, please communicate with Chris and your Chair.

* Division Chairs will be notified of progress at the mid- and end-points.
1. Course Evaluation
* As you develop your course, remember to fill in the “Location” column of the rubric to make it easier for reviewers to find the various components of your course. When you are ready for your evaluation, send an email with the filled-in rubric to Chris.
* The instructional designer and the faculty mentor from your Division will evaluate your course using the rubric. If you would prefer that someone other than your Division mentor reviews your course, please let Chris know.
* If the reviewers find issues with your course, they will ask you to address them before finalizing the review.
* If they do not agree with each other on the evaluation, a third party will be asked to conduct a review.
* When you make changes to your course based on the reviewer comments, please write an explanation in the “Response” row for each section of the evaluation form and send the form to the reviewers.
* When an evaluation is finished, each reviewer signs their completed evaluation forms and a Review Confirmation Form. Copies of these forms will be sent to you and your Division Chair. The originals are sent to the department that will pay for the development.
1. Payment

A course must have passed the Evaluation to proceed to the payment phase. You may teach a course you are developing before it is finished, but you will not receive the stipend until all instruction, assignments and assessments have been developed and the entire course reviewed.

The original signature evaluation forms and the Review Confirmation form must be sent to the department paying for the development before you can be paid. Processing takes a week or two.

1. Common Challenges

The following problems are often found in online courses:

1. The syllabus is outdated or written for an on-campus rather than an online audience.
2. The outcomes/objectives are not specific and clear.
3. Expectations – instructor and student - are not clearly defined.
4. Instructional materials are limited and not compatible with the online environment (i.e. PowerPoint slides with no text or audio).