

Appendix 2

Online Course Standards

The purpose of the *Online Course Standards* is to identify and delineate the expectations and requirements for the development and conduct of online courses at Motlow State Community College. Each faculty and/or staff member that seeks to develop and teach an online course is expected to adhere and comply with the standards contained herein. These standards will be used to:

- guide the development and conduct of online courses to ensure that the characteristics and standards of good teaching and learning are emphasized; and
- ensure the integrity, rigor and quality of online instruction.

Each course developed and taught should result in learning appropriate to the depth and breadth of the degree or certificate program being offered by the college, and shall:

- be consistent with the college's role and mission;
- ensure the same academic standards and student learning outcomes as comparable to on ground courses;
- provide students with clear, complete and timely information;
- provide students with reasonable and adequate access to student services and resources appropriate to support their learning; and
- provide for appropriate interaction between faculty and students and among students.

The [TN eCampus Course Developer Manual](#) lays the foundation for how course developers and faculty can achieve quality and excellence throughout the entire lifecycle of a course. It also contains information regarding the standards for course development and offers a set of guiding principles for the development of online courses. Additionally, the following Motlow State Community College Online Course Standards are to be followed when developing and conducting online courses.

- The course must include a current, up-to-date syllabus. (Please refer to Appendix 3 for a copy of the Motlow State Community College Online Course Syllabus Template.)
- The textbook used in the course must be one that is recognized by the discipline and/or department as being authoritative, timely, comprehensive, written clearly, and designed for the level of the particular course in which it is to be used. (Note: The Course Developer/Maintainer will select the textbook(s) in consultation with others who regularly teach the course.)
- The course should include any study guides, lecture summaries, presentation slides, audio, and/or video as appropriate, that summarizes and/or enhances the textbook material, making it more understandable to the learners.
- All course information and instructional material should be arranged in content modules that clearly relate to the course's expected learning outcomes. (Reference Appendix 4 for information on the Motlow State Community College Content Module Format.)
- All assignments should clearly demonstrate how they achieve or contribute to achieving the module's or course's anticipated learning outcomes. Assignments should emphasize active student

involvement in the learning process. As appropriate, students should be provided with learning opportunities that foster interactive communications between themselves and the instructor and the other students.

- Student learning outcomes should be clearly provided in the course syllabus and should be assessed on a continuous basis through timed quizzes, proctored examinations, take-home exams, open book exams, an/or other assessment means applicable to the particular course. The quizzes and/or examinations should clearly indicate the learning outcomes and be focused on the cognitive level of the material being assessed.
- The grading scale used for the course should directly emphasize and be linked to all required assignments, projects, quizzes, examinations, and related student participation in the course.
- All courses should include some form of written assignments. Such assignments may be in the form of essay-type quiz and/or exam questions, evaluative essays, case analyses, term papers, book reviews, film reviews, summaries and critiques of journal articles, etc.
- Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by students to complete online assignments and as background reading should be included in all courses.
- Individuals with exceptionalities who seek an accommodation through the Director of Disability and Testing Services will be accommodated as appropriate so that they might achieve the learning objectives of the course.
- Course instructors must meet the minimum SACSCOC competency criteria for teaching the course subject matter.
- Course instructors must assure that the course material is current, i.e., having been reviewed within the last year.