# Query Guide for Online Course Design at PCC

## Course Overview and Introduction

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Have I provided direction on how to get started and where to find various course components? |  |  |  |
| 1. Have I provided my students with an overview of the course, in a document such as a course introduction, orientation, or in the syllabus? |  |  |  |
| 1. Have I provided a syllabus for students, in which I’ve included all necessary elements as required by the college? (See <http://www.pcc.edu/resources/academic/standards-practices/documents/S704SyllabusMarch2011.pdf>) |  |  |  |
| 1. Have I provided my students with a schedule for the course with due dates clearly listed? |  |  |  |
| 1. Have I stated any prerequisite knowledge in the discipline or required competencies? |  |  |  |
| 1. Have I explained any technical requirements to my students, such as what types of files they will need to submit, if applicable? |  |  |  |
| 1. Have I introduced myself to my students? |  |  |  |
| 1. Have I clearly posted my contact information and the best way to reach me? |  |  |  |
| 1. Have I asked my students to introduce themselves to the class? |  |  |  |
| 1. Have I clearly explained online etiquette expectations and the way I will communicate with students, such as through course email and discussions? |  |  |  |

## Learning Outcomes

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Have I included in my syllabus the course outcomes as they are presented in the Course Content and Outcome Guide? (<http://www.pcc.edu/ccog>) |  |  |  |
| 1. Have I provided information to students about what they will be able to do as a result of the learning activities of each unit/week/module? (Measurable modular level outcomes are highly recommended as a best practice for online courses at PCC.) |  |  |  |
| 1. Are the outcomes written from the students’ perspective and appropriately designed for the level of the course? |  |  |  |
| 1. Have I provided clear instructions so students will understand how they will be able to meet the learning outcomes for the course? |  |  |  |

## Assessment and Measurement

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Have I provided a variety of assessment tools appropriate to the content and learning outcomes being assessed? |  |  |  |
| 1. Have I clearly explained the course grading policy, including the value of the various forms of assignments and assessments? |  |  |  |
| 1. Have I informed students of specific criteria for the evaluation of student work and participation? (e.g. a rubric, scoring guide, bulleted list of criteria…) |  |  |  |
| 1. Have I explained to students where I will post their grades so they can check on their progress? |  |  |  |
| 1. Have I provided students with multiple opportunities to measure their own learning progress, including the opportunity to receive feedback on non-graded activities? |  |  |  |

## Resources and Materials

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Do the instructional materials contribute to the achievement of the learning outcomes? |  |  |  |
| 1. Is the purpose of the instructional materials and how they are to support the learning activities and outcomes made clear? |  |  |  |
| 1. Are the instructional materials current, and do they provide the breadth and depth needed for students to achieve the learning outcomes? |  |  |  |
| 1. Are my course materials organized in a meaningful sequence that fits the CCOG? |  |  |  |
| 1. Have I cited resources and materials that I didn’t create, such as images or videos? |  |  |  |
| 1. Have I made a clear distinction between required and optional materials? |  |  |  |

## Learner Engagement

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Do the learning activities and assignments I have set up promote the achievement of the learning outcomes? |  |  |  |
| 1. Have I set up learning activities that provide opportunities for active learning that will engage students with the content, e.g. discussions, peer review, or collaborative projects? Have I taken steps to promote online community? |  |  |  |
| 1. Have I explained to students how often and in what way they are expected to participate in the class and these activities to be successful? |  |  |  |
| 1. Have I designed the course and its activities in a way that includes my own frequent interaction with students? Have I clarified how often I will be interacting in the discussions and responding to students? |  |  |  |
| 1. Have I explained to students how frequently I will provide feedback to various course assignments, such as discussions, journals, assignments, and essay drafts? |  |  |  |
| 1. Have I specified my expected response time for email and for grading assignments? |  |  |  |

## Course Technology

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Have I chosen appropriate tools and media to deliver the content of the course and do they support the learning outcomes? |  |  |  |
| 1. Have I used tools and media that will actively engage students in the learning experience? (e.g. discussions, images, audio, video clips, online resources…) |  |  |  |
| 1. Is the navigation I have used throughout the course logical, consistent, and efficient? |  |  |  |
| 1. If I am requiring the use of specific technologies or resources in the course, have I provided these or made them easily downloadable or accessible? |  |  |  |
| 1. Have I used technologies and online formats that are up to date and compatible with current standards for delivery? |  |  |  |

## Learner Support

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Is the “Intro to Online Learning” module maintained by Distance Education available in my course? |  |  |  |
| 1. Have I provided the ADA statement as well as a link to PCC’s accessibility policy and services in my syllabus or introductory information? |  |  |  |
| 1. Have I listed a link and phone number for technical support for students in my course information? |  |  |  |
| 1. Have I provided students with a link to information about support services and academic support, such as advising, tutoring, writing centers? |  |  |  |

## Accessibility

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| **Design Query** | **Yes** | **No** | **Notes** |
| 1. Are my course materials, technologies and learning activities accessible? Does my course meet the standards listed on www.pcc.edu/access? |  |  |  |
| 1. Do my course pages and materials provide equivalent alternatives to auditory and visual content? (e.g. Is ALT-text used for all images? Are pdf files saved in an accessible way? Are audio and video files captioned?) |  |  |  |
| 1. Are my course materials “readable” in terms of effective font, color, and spacing? |  |  |  |
| 1. Would screen reading software be able to “read” the materials in my course? Are the links on my course pages clearly and meaningfully described? |  |  |  |

Suggested edits:

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| --- | --- | --- | --- |
| Design Query | Yes | No | Notes |
| 1. Are my course materials, technologies and learning activities accessible? Does my course meet the standards listed on www.pcc.edu/access? |  |  |  |
| 1. Do my course pages and materials provide equivalent alternatives to auditory and visual content? (e.g. Is ALT-text used for all images? Are audio and video files captioned?) |  |  |  |
| 1. Are my course materials “readable” in terms of effective font, color contrast, and spacing? Have I made sure not to use color alone to convey meaning? Are pdf files saved in an accessible way? |  |  |  |
| 1. Would screen reading software be able to “read” the materials in my course? Are headings and lists formatted correctly? Do tables have column headers and proper reading order (make sense if read left to right, top to bottom, never repeating a cell)? |  |  |  |

The “**Query Guide for Online Course Design**” at PCC is based on the standards found in the Quality Matters Rubric for effective course design. More information and examples of each of these items can be found in the “**Online Faculty Resource Center**” within Desire2Learn. Look in the section “Setting up your class in D2L” – “Course design & quality”. For complete details see “**Quality Matters Annotated Review Rubric**.”