

MTSU

D2L MINIMAL DESIGN ELEMENTS

Online/Hybrid Course Development

COURSE CONTENT

(designed in html or PDF to address ADA issues)

Development of original content is required. Publisher content, or other pre-produced content, may be utilized but should be thoughtfully integrated into the original course content produced by the developer.

The course must be designed so it can continue to run if a publisher's, or other external, site is down.

(MTSU's ITD does not support or provide archival capabilities for content posted to external sites.)

D2L MINIMAL DESIGN ELEMENTS	SATISFIES PEER REVIEW TOPIC
COURSE HOME PAGE	
Instructor Name	1. Learner Support and Resources
Instructor Contact Information	1. Learner Support and Resources
Welcome Statement and/or Announcements	2. Course Design and Organization
ADA statement (instructions for seeking accommodation)	2. Course Design/Organization
Instructions for starting course (include external link)	1. Learner Support and Resources
"Getting Started" Module	
1. Syllabus – including links to Student Resources: <ul style="list-style-type: none"> • Citation Style Guides • Copyright Website • Academic Calendar • Adaptive Technology Center - Disabled Student Services 	1. Learner Support and Resources 2. Course Design/Organization 4. Assessment and Evaluation of Student Learning

<ul style="list-style-type: none"> • D2L Student Support • Help Desk • ITD Resources Policy • Library Services for Distance Learners • Smarthinking Online Tutorial Service • Student Online Readiness Tool (SORT) - University System of Georgia USG SHARE • Student Handbook <ul style="list-style-type: none"> ○ Academic Misconduct (including plagiarism) – page 18 ○ Statement of Community Standards and Expectations – page 28 ○ Disruptive Behavior Policy 	
2. Link to External Website (if used) and instructions for use. Technical requirements for course access and/or external site access.	1. Learner Support and Resources 2. Course Design and Organization 5. Appropriate and Effective Use of Technology
3. Communication expectations (for example: instructor will log in three days a week minimum; answer emails within 48 hours; grade discussions, assignments, quizzes within two weeks, provide opportunities for feedback, etc.)	1. Learner Support and Resources 2. Course Design and Organization 6. Opportunities for and use of Student Feedback
4. Course Navigation Instructions (drop box, discussion boards, assignments, grades, etc.)	1. Learner Support and Resources
CONTENT MODULES	
1. Learning Objectives	2. Course Design and Organization 3. Instructional Design/Delivery
2. Assignments (provide links to discussion boards; design to address different learning styles)	2. Course Design/Organization 3. Instructional Design/Delivery
3. Assignment Due Dates	2. Course Design/Organization
4. Appropriate use of technology and multimedia incorporated throughout assignments	5. Appropriate and Effective Use of Technology
CALENDAR	
1. Assignment Due Dates, Announcements	2. Course Design/Organization

DISCUSSION BOARDS	
1. Discussion forums linked from assignment modules - used for interaction, collaboration, and communication	3. Instructional Design/Delivery
DROP BOX	
1. Folders created for receipt of assignments	3. Instructional Design/Delivery 5. Appropriate and Effective Use of Technology
CLASS LIST	
1. Used to email students. Student use includes: view progress and work groups; edit user profiles; view and make public/private blog entries	3. Instructional Design/Delivery
GRADE BOOK	
1. Grades must be housed in D2L for privacy and archival purposes.	4. Assessment and Evaluation of Student Learning

Edited May 23, 2011