College of Business
Online Course Proposal Procedure
November 2008

Please follow the procedure described below if you propose to offer a new or an existing College of Business course online for the first time.

Background
While the faculty of the College of Business recognizes the value of online education, the faculty also wants to ensure that all courses offered at the College, whether in person or online, reflect the vision and mission of the College. The College's vision statement states that the College's "programs of study will be distinguished by the personalized attention accorded to students . . . and the dedication of the faculty to creating an extraordinary classroom environment . . . ." The mission statement provides that the College "fosters an integrated, experiential and personalized learning environment . . . ."

Therefore, the College has adopted the online course proposal procedure described below on a two year trial basis in an effort to ensure that the College's online courses provide the personalized learning environment described in the College's vision and mission. Faculty who offer courses online during this trial period will be expected to share their experiences and to provide input to an evaluation process of online offerings in the College. During this trial period the College faculty will be provided with occasional in-progress-reviews of our experience with online courses. During AY 2010 -2011 the faculty will have an opportunity to review a summary of the College experience and to examine future prospects regarding online offerings. At that time the faculty will be asked to provide their input to a decision which will inform future decisions regarding this form of delivery for our educational programs.

Process
1. Submit a proposal answering all questions below to the Associate Dean for Academic Affairs by **Sept. 15 for a spring semester course** or **Feb. 15 for a summer or fall semester course**. These deadlines are necessary in order to allow enough time to review the course and, if approved, to enter it in the course schedule before students begin to register for the next semester.
2. The Associate Dean for Academic Affairs will consult with the Associate Dean for Administration & Finance and with the chair of the College's Curriculum Committee. Based on those consultations, the Associate Dean will approve the proposal, deny the proposal, or submit the proposal to the College of Business' Curriculum Committee for further consideration.
3. Criteria for approval of a proposal include:
   - Satisfactory answers to all questions below in light of the College's vision and mission
   - Sufficient student demand for the course
   - Sufficient financial resources to support the course

Proposal
Please provide substantive answers to each of the following requests or questions. Although not required, a draft syllabus will be helpful in understanding the details of your proposal. As you

write your proposal, please keep in mind the vision and mission of the College as well as the attached Principles of Quality for Online Courses in the Montana University System.

If you are proposing a new course, please complete the appropriate form from the MSU Undergraduate Studies Committee and submit it with your online course proposal (http://www.montana.edu/wwwprov/forms/new_course_forms_ug.html).

Questions/Requests for Information

1. In which semester or summer session do you propose to offer the course? Please explain for how many weeks you intend the course to last, and why this is the appropriate length of time.

2. What is your proposed cap for the course? Why?

3. What are the learning objectives for the course? If you are proposing an online version of an existing face-to-face course, show how the learning objectives of the online course is equivalent to the existing courses.

4. Describe how the course will develop at least one, and preferably several, of the College's learning goals for students:
   - Critical thinking
   - Quantitative reasoning
   - Written communication
   - Oral communication
   - Ethical decision-making and social responsibility
   - Life-long learning

5. What textbook(s) and other resources will students be expected to use in support of their learning? How will students gain access to these resources?

6. In light of the College's mission to foster "an integrated, experiential and personalized learning environment . . . ," describe how will you actively engage each student in the course and provide frequent, timely and substantive interaction with students.

7. What assignments and other activities will students be expected to complete?

8. How will student performance be assessed relative to each of the learning objectives for the course?

9. What technology do you plan to use to support your course (e.g. Desire to Learn, other software). Do you need training to use the technology? If so, when and how do you plan to acquire the training?

10. How many hours per week do you anticipate spending on this course, including time spent online interacting with students?

Core Principles of Quality for Online Courses
in the Montana University System
(Adopted March 2008)

Overview

This document articulates the core principles governing the design and delivery of online courses in the Montana University System. The specific implementations of these principles will certainly vary as technology changes and teaching and learning methodologies evolve, but the principles themselves should persist. These standards have been adopted using the Quality Matters Rubric Standards and other best practices identified within the industry.

Ultimately, a single principle governing quality online development and delivery is that all course elements (objectives, learning activities, interactions, instructional materials, technologies, and assessments) work together to ensure that students achieve the desired learning outcomes, and that an online course is equivalent in quality and academic rigor to a well-executed face-to-face course. Bulleted lists of guidelines follow each core principle.

Core Principles

1. **Course Overview and Introduction**: The overall design of the course, navigational information, as well as course, instructor, and student information are made clear to the student at the beginning of the course.
   - Navigational instructions make the organization of the course easy to understand.
   - Statement introduces course, technology, instructor, and student expectations at the beginning of the course

2. **Learning Objectives**: Learning objectives are clearly defined and explained. They help the student focus on learning activities.
   - Course learning objectives are clearly defined and measurable.
   - Module/unit objectives are consistent with course-level objectives and are measurable.

3. **Assessment**: Assessment strategies use established ways to measure effective learning, are aligned to the learning objectives, and are designed as essential to the learning process.
   - Assessment strategies use established ways to measure effective learning, are aligned to the learning objectives,
   - Grading policies are clearly stated.
   - Specific and descriptive criteria are provided for the evaluation of students' work and participation.

4. **Resources and Materials**: Instructional materials are sufficiently comprehensive to achieve course objectives and learning outcomes.
   - Instructional materials support the stated learning objectives.
   - Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.

5. **Learner Interaction**: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.
- The learning activities promote the achievement of stated learning objectives
- Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction
- Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)

6. **Course Technology**: Technology used in the course should enrich instruction and foster learner interactivity.
- The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course

7. **Learner Support**: The course is effectively supported for students through fully accessible modes of delivery, resources, and student support.

8. **Accessibility**: The course materials, interactions, and policies are designed to accommodate all students.
- The course acknowledges the importance of ADA requirements.

http://www.mus.edu/online/CorePrinciples0308.asp