Passaic County Community College

Basic Standards for Online Course Design

1. Getting Started
   a. The course homepage makes clear how to get started in the course. This may take the format of a Welcome Message, Read This First file, etc.
   b. The instructor posts an introduction and requests that students introduce themselves to the class.
   c. The instructor posts a statement of any minimum expectations of students for logging into the course.
   d. Expected minimum technical competencies and computer resources are posted.

2. Course Syllabus
   a. A course syllabus is posted by the first day of student access to the online course. The course syllabus uses the same course description and course objectives as those in the academic department’s master syllabus. Additionally, the course syllabus contains the categories of information required by the college master syllabus format including grading criteria/grading policy, course outline, textbook information, disability statement, etc.

3. Course Requirements
   a. Students are informed of any requirement for in-person proctored testing. If in-person testing is required students are provided with procedures, locations, days and times, and any requirements for proctor forms.
   b. Students are informed of any requirements for special hardware, software or publisher e-packs/cartridges

4. Communication
   a. The instructor posts information concerning acceptable or unacceptable communication within the course which may include netiquette, acceptable writing styles for discussion board posts and mail messages, citing sources, etc.
   b. Students are required to communicate with each other and the instructor. At a minimum, students should be able to communicate to the “class as a whole” through the discussion board tool and privately through the course mail tool.
   c. The instructor communicates to students any requirements for participation in discussion board posts.
   d. The instructor communicates information about his/her presence/participation in the course. This may include expectations of response times to emails and questions posted to the discussion board and/or days the instructor will not login and/or instructor participation in any class discussion topics.

5. Course Content
   a. Content is divided into a series of sessions, units, or lessons with topics that flow in a logical sequence
   b. Objectives are posted for each unit or lesson.
   c. Navigation through course content is clearly organized or explained.
   d. The course is minimally aesthetically pleasing, exhibiting a few visual design elements (balance, appropriate use of color, adequate “white space,” consistency, etc.).
   e. Assessments of learning objectives should be appropriate for the particular online course format.