Creighton University Office of Online Learning
Procedures for New Online Course Development

The information in this document is designed to clearly define the process of developing a new online course and to assist instructors as they navigate this process. These procedures are applicable to courses outside of online programs and Summer Sessions.

Online Course Definition: Distance education courses are those in which all or the vast majority (75% or more) of the instruction and interaction occurs via electronic communication or equivalent mechanisms, with the faculty and students physically separated from each other. The academic unit sponsoring the course will determine if a course falls within the definition of an online course. (Creighton University policy 4.1.2)

New Online Course Checklist for Course Instructor

Timeframe [no later than]	**Action Step**
Time frame varies	☐ Instructor completes the New Online Course Proposal Form
Summer & Fall terms – Feb 1. **Spring term – Sept 1.**	☐ Academic unit offering the online course notifies Registrar's office that course will be offered online
14 weeks before course start date	☐ Instructor sends New Online Course Proposal Form to Creighton Office of Online Learning (COOL) via email attachment
12 weeks before course start date	☐ COOL notifies instructional design area & support areas that new online course has been approved
12 weeks before course start date	☐ COOL identifies and coordinates with online instructor mentor [If the instructor has not taught online before for Creighton]
12 weeks Before course start date	☐ COOL, instructor, mentor, and instructional designer meet [COOL schedules the meeting]
10 weeks before course start date	☐ Instructional designer & instructor meet (Instructional designer schedules the meeting)
4 weeks before course start date	☐ Instructor and instructional designer complete course development process [http://www.creighton.edu/onlinelearning/coursedevelopment/coursedevelopment/index.php]
4 weeks before course start date	☐ Instructional designer notifies COOL that course is ready for design review [http://www.creighton.edu/onlinelearning/coursedevelopment/onlinecoursereview/index.php]
2 weeks before course start date	☐ COOL notifies instructor and instructional designer of results of online course design review process, changes to course made if necessary
	☐ Instructor teaches the course, instructor and mentor meet regularly (if applicable)
	☐ Instructor conducts the end of course student survey and includes Creighton University 6 standard end of course student survey items http://www.creighton.edu/onlinelearning/index.php
	☐ Instructor reviews course data and makes changes as needed [Mentor and instructor designer are available to assist]
No later than **6 weeks after** conclusion of the course	☐ Instructor sends data from Creighton University 6 standard end of course student survey items to COOL. (http://www.creighton.edu/onlinelearning/facultyresources/standardcourseevalitems/index.php]

Creighton University Office of Online Learning
New Online Course Proposal Form

Purpose: The purpose of this form is for an instructor to document approval from her/his Department Chair or Program Director and Dean to offer an online course which is not part of an online program or Summer Sessions.

Process: The competed form is sent to the Creighton Office of Online Learning via email attachment (cool@creighton.edu) **no later than 14 weeks** prior to the start date of the course.

Course Title:

Course Prefix and Number: (three letters, three numbers):

Instructor Name:

Instructor Email:

Instructor Phone: **Office location:**

Course Start Date:

Department or Program Offering the Course:

Online Teaching Prerequisites: As the instructor of an online course at Creighton University I assure the following:

- I have defined measurable learning outcomes for the course to be taught online
- I have identified the textbook(s) to be used for the course to be taught online.
- I have identified the assessments of student learning to be used for the course to be taught.
- I have daily access to a computer with the minimal specifications described on the COOL web site at http://www.creighton.edu/onlinelearning/studentresources/technologyrequirementsforonlinecourses/index.php.
- I have daily access to broadband Internet connection of at least 1.5 Mbps--Megabits per second
- I have the prerequisite technology skills necessary to teach online (see Appendix A)

Instructors wishing to develop and teach an online course but not able to meet each of the assurances listed above are encouraged to contact the Creighton Office of Online Learning for assistance.

_____ _____
Signature of faculty member Printed name of faculty member

The instructor named on this form has my approval to offer the online course named on this form.

_____ _____ _____
Signature: Program Director or Department Chair Printed name Date

_____ _____ _____
Signature: Dean (or Designee) of the academic unit Printed name Date

New Online Course Proposal Form

Appendix A: Prerequisite Technology Skills for Teaching Online

Individuals at Creighton University must possess the following technology knowledge and skills *prior* to teaching online. This list of prerequisite online teaching knowledge and skills is intended to identify the basic skill set needed for online teaching, additional knowledge and skills may be required to successfully include technologies other than those typically used to teach online.

- Basic functions of a browser including moving between browser windows, using tabs to open and close browser windows, entering URLs, using hyperlinks.
- Basic functions of the discussion board features in BlueLine 2.
- Basic knowledge of file types for documents and media files – recognition of file extensions and identifying file types; recognition that some file types are more widely compatible with a variety of computer configurations than others (e.g, .doc versus .pdf) and therefore are preferable to use in online courses.
- Proficient keyboarding skills – teaching online requires frequent use of electronic communication via text (discussion boards, email, etc.), therefore the ability to keyboard quickly with a high level of proficiency is necessary.
- Proficient with basic email functions including attaching files, managing incoming email.
- Understand the differences between synchronous and asynchronous communications and identify Creighton University tools to accomplish both types of communications.
- Proficient at file management for electronic documents.