



Ecampus Essentials

About

The course-design rudiments listed below are considered “Ecampus Essentials.” In order for a course development to be deemed complete and funding processed, these requirements need to be met. (In rare cases where an exception may be warranted, the faculty course developer should consult with the Director of Course Development and Training.)

Standards

1. Faculty developers work in collaboration with Ecampus instructional designers from project inception through completion, meeting ongoing agreed-upon course development deadlines.
2. All OSU-required syllabus information is present, including learning outcomes and, if applicable, outcomes and special curricular instructions for Bacc Core, WIC, and DPD. Online courses are expected to meet the same learning outcomes as sections taught in other modalities.
3. Outcomes, course content, learning activities, and assessments are aligned in terms of content and cognitive level.
4. Courses are organized with student-centered navigation, using a units/themes/week-by-week folder structure (as opposed to lengthy menus or a mass collection of files without a discernible organization).
5. Three forms of interaction are present, in some form, in the course:
 - a. Student/content (such as discussion board, readings, video, research projects)
 - b. Student/instructor (such as discussion board, response to assignments, inclusion of a Q&A forum the instructor will facilitate)
 - c. Student/student (such as discussion board, group projects, peer reviewed assignments)
6. Appropriate tools are used for their intended purposes (for example: assignment tool for homework rather than having students emailing assignments, grade center for communicating grades). Tracking assignments and student progress through Canvas helps us create an archive of the class once it is over, which we can reference in case of a clerical error on a student transcript or a grade challenge. Tracking assignments and student progress through Canvas also helps Financial Aid determine if a student has been “present” in an online class.
7. Copyright permissions for any borrowed images, textual content, film, or other source materials have been requested (course developers provide publication information; Ecampus processes requests).
8. Audio and visual quality must be clear for all multimedia, and multimedia is designed and produced for an audience of online students.
9. Course content is posted in accessible format (such as a PDF file with document tags, alt text provided for images, captions or transcripts for lectures, and PowerPoint presentations with sufficient contrast between the background and text).
10. Information about learner support is provided, such as the Start Here Module in the Ecampus Canvas course template, which includes a link to [Ecampus Student Resources](#).