

Online Advisory Board (OAB)

Course Review Categories, Definitions & Requirements

Custom Course

Purpose and Use Scenario

Course designed and taught by an individual instructor who:

1. Has extensive experience teaching this course
2. Has demonstrable experience teaching online (*preferred*)
3. Has completed the Teaching with Canvas course [provided by the eLC](#)

Design Expectations

Course submitted for OAB review should meet the following constraints:

1. Complete course that contains the content, activities and assessments needed to fulfill all required learning objectives in the official course syllabus.
2. Meets the standards of the OAB [course checklist](#).

Blueprint Course

Purpose and Use Scenarios

Blueprint or road map to a full course that demonstrates or models one or more approaches to fulfill the required course learning objectives (from the official course syllabus) in a fully online setting. Adopting instructors are *required* to submit a course for review under the “Individual/Custom” category within a year timeframe. Intended for the following scenarios:*

1. Instructors with experience teaching this course in the classroom but minimal experience or no experience teaching online.
2. Instructors with extensive disciplinary teaching experience and moderate experience teaching online, but with minimal experience teaching this course.
3. Instructors with experience teaching this course in the classroom and with experience teaching online, but insufficient time available to fully design and develop a Custom Course (*see above*).

*Adopting instructors should have completed the Teaching with Canvas course [provided by the eLC](#).

Design Expectations

Course submitted for OAB review should meet the following constraints:

1. Developed by a team of faculty members (*preferred*) or an individual faculty member; developer(s) should have extensive experience teaching this course online.
2. Meets the standards of the OAB [course checklist](#).
3. Contains placeholders for design elements required to meet OAB checklist standards, but which adopting instructors must populate themselves.

4. Provides clear guidance to the adopting instructor regarding a textbook (or textbooks), especially in situations where textbook provisioning has complicating factors.
5. Includes the following as assistance for the adopting instructor:
 - Example or model course activities and assessments (with evaluation criteria) that illustrate at least one way to address (in an online environment) each of the learning objectives required by the official course syllabus.*
 - Example or model course activities and assessments should be detailed enough to allow an instructor knowledgeable in this course (or, at the least, knowledgeable in the discipline) to generate analogous activities and assessments for the full course.
 - Enough structured course content** to fully model at least the first three weeks of a standard-length semester (or approximately the first 20% of the term for courses designed for alternative term lengths), with an outline or skeleton structure of the remaining weeks to serve as a usable guide or road map for the adopting instructor.

*Examples or models provided in the framework course can exceed the minimum described here, at the discretion of the design team.

***Structured course content* does not include the general course information modules (such as Getting Started, Course Orientation, or equivalents) and institutional information modules required to meet the standards of the OAB course checklist.

Department Standardized Course

Purpose and Use Scenarios

Full course design for specific circumstances such as the following:

1. Courses driven by external certification bodies (as found in several health professions or workforce programs) with mandated content and outcome requirements.
2. Courses used in a variety of teaching circumstances, in which a measure of curriculum and coursework standardization is needed to ensure consistent learning outcomes (for instance, embedded dual-credit courses).

Design Expectations

Course submitted for OAB review should meet the following constraints:

1. Developed by a team of faculty members (*preferred*) or an individual faculty member; developer(s) should have extensive experience teaching this course online.
2. Complete course that contains the content, activities and assessments needed to fulfill all learning objectives required by the official course syllabus. Instructors can adopt and teach the designed course *as is*.*
3. Meets the standards of the OAB [course checklist](#).
4. Can be modified by adopting instructors in the following ways:
 - Updating due dates
 - Populating placeholders in course introductory and orientation materials

- Updating course content and activities to reflect changes in new textbook editions (with course developer oversight where needed)
- Adding course elements such as resources, outcomes, or practice exercises *without* change or removal of existing course elements or course requirements

*Adopting instructors should have completed the Online Faculty Orientation course [provided by the eLC](#).