

# Course Design for Student Success in Higher Education

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### Abstract

*Academic Resources at Chattanooga State Community College, in the past few years, has adopted Universal Design for Learning (UDL) principles into their course design process for developing successful and engaging online courses. In their research on accessibility and UDL, they have collaborated campus-wide as well as with other colleges and universities across their state.*

*This paper summarizes the Course Design for Student Success in Higher Education session that is being offered at UDL-IRN 2018. It will present Learning Management System (LMS) tools, software, and pedagogy currently used in their course design process that promotes UDL and how their process is tied to the UDL principles. They will also provide recent course examples. This will include recent examples of STEM, Nursing, General Education, and Tennessee Center of Advanced Technology courses. In addition, they will present solutions to common problems that occur during course design/re-design, including common LMS tips and tricks.*

### Keywords

UDL, Accessibility, Engagement, Productivity, Technology, Higher Education, Options, Course Design, Progressiveness, Creative Solutions.

### INTRODUCTION

Academic Resources at Chattanooga State Community College recently adopted Universal Design for Learning principles into their course design process for developing online courses.

- Learning management tools
- Software used in
- Recent UDL application

### UDL COMPONENTS UTILIZED

- Goals
- Methods
- Materials
- Assessments

### Applying Theory to Online Course Design

**Goals.** Setting expectations for students from the first interaction is important. Establishing clear expectations gives students a road map to succeed. Online learners are, by definition, independent learners. Therefore, clear goals guide and keep learners on track.

**Methods.** Instructional decisions, approaches, procedures, and routines are used to enhance learning. UDL method-

ology address different learning styles and options for learners. The LMS relies on underused tools to develop engaging online courses.

**Materials.** Having diverse ways to present content (text, video, audio, etc.) provides learners with more resources to choose from, supporting independent learning.

**Assessment.** Measuring student progress is critical in the development of independent learners. Assessments do not always have to be the traditional, quiz or test.

### LIVE COURSE APPLICATION

Two of the main goals of the instructional designers in Academic Resources at Chattanooga State Community College (CSCC) are:

- Engaging students
- Reducing administrative tasks

To promote these goals in our presentation, we will go over UDL concepts as they pertain to the creation of our online courses. We will discuss the tools and software utilized by the CSCC Academic resources team that have been applied to recently developed online courses. For example, when a Learning Management System tool is used, the team has implemented Intelligent Agents to bridge the gap of communication between students and faculty members. It would be unrealistic to expect an instructor to give instant feedback and reinforcement to a student in a course without such tools. Intelligent Agents allows for instant feedback and communication.

### Presentation Introduction Video

For those interested in a video format, click on the link below to view a video introduction for our presentation:

<https://youtu.be/cR6wBsQkWIo>