Online Course Design Guideline

Learner Support
☐ Link to helpdesk or other help resources
☐ Instructor's contact information (email, phone and address/office) is on the homepage/syllabus – How will students best reach you?
☐ Instructor's policy for responding to students is appropriate and clear (24 hr response rate not including the weekends) -- located on homepage/syllabus.

Content
☐ Course syllabus is labeled and obvious.
☐ A “Start Here” statement or module is available that details how students should begin working in the course.
   Common first assignments: introduce yourself discussion, syllabus quiz, pretest...
☐ Course and unit outcomes are written in language understandable to incoming students.
☐ Course requirements/activities are detailed (due dates on the calendar/schedule, submission policies, point values).
☐ Materials/activities are present to accommodate multiple learning styles (text, video, images, projects).
☐ Due dates are announced in the schedule/calendar and late policy is explained.
☐ “About the instructor” section is available (images, welcome video, links to website).

Assessment
☐ Exercises/assignments help learners practice and apply knowledge in relevant ways that show they meet the outcomes of the course.
☐ A variety of assignment and assessment strategies are used (avoiding high-stakes assessment)
☐ Grade scale is clear and available in the syllabus
☐ Rubrics are available and clear for subjective assignments/assessments (consider including sample assignment submissions)
☐ Students can view current grades and grade book is arranged in chronological or other logical format

Interaction
☐ Interactive components (discussion boards, email, blogs, wikis, other web 2.0 sites) are focused to achieve learning outcomes.
☐ How students receive feedback on assignments (instructor-student interaction) is evident.
☐ Where appropriate, student-student interaction is encouraged to meet learning outcomes.

Tool/Technology Application
☐ Tools used are appropriate to learning outcomes and assignments.
☐ HTML and other file types are used thoughtfully (supportive and not obstacles).
☐ Eliminate clutter – take out tools that will not be part of the class, separate supplemental from required.

Design/Layout
☐ Colors and font types and sizes are comfortable and accessible (colorblind).
☐ Pages/Content broken (chunked) into logical sections (minimal scrolling and clicking necessary).
☐ Course has been proof-read for grammatical/spelling errors and other inconsistencies (e.g. dates on quizzes/assignments)
☐ Consistent design across sections and pages is adopted.
☐ Navigation is minimal and easily understood.