

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.