v 1.0 Ɩ June 2024

**Course number, name, and next offering:**

Instructor: Co-instructor(s) if any:

Reviewer (self, peer, other): Review date:

| Course Design Considerations | Notes |
| --- | --- |
| Course information states whether this is an online asynchronous or online synchronous course.The course lists any synchronous meeting dates. Use the [RIT Course Calendar](https://www.rit.edu/calendar) to plan your course. |  |
| Course includes a plan for using a Student Identity Verification Checklist. |  |
| Instructor name, contact information, office hours, and communication media and preferences are available on the course home page. |  |
| Contact information for the course/instructor’s department and program are included. |  |
| Course has a personalized welcome message and getting started instructions. |  |
| Course includes ways to communicate class news and answer questions. |  |
| Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments. |  |
| There is an overall course schedule that shows main activities and deliverables. |  |
| Course has a logical, consistent, navigable structure using a modularized format (i.e., organized by week, unit, or topic). |  |
| Each module is introduced with associated objectives/outcomes, informative overview, and contextualized information. |  |
| There is a comprehensive syllabus in a printable format that includes content description and organization, approach to teaching and learning, outcomes, grading breakdown and policies, late work policy, and course expectations. |  |
| There are clear instructions for every learning activity or assignment. |  |
| Criteria for the assessment of graded assignments are clearly articulated (i.e., rubrics, worked examples, exemplary work). |  |
| Course includes frequent and appropriate methods to assess student’s mastery of content. |  |
| Students have easy access to a well designed and up-to-date gradebook. |  |
| Required/recommended software, hardware, internet requirements, and tech support resources are listed. |  |
| Expectations for all interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interaction/communication channels. |  |
| Course provides activities intended to build a sense of class community, support inclusive and open communication, promote regular and substantive interaction, and establish trust (e.g., a course bulletin board, planned office hours, dedicated discussion forums). |  |
| Students have an opportunity to get to know the instructor and the learning community. |  |
| Students have multiple opportunities to provide feedback on course design, course content, course experience, and ease of online technology. |  |
| Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor. |  |
| Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis. |  |
| Course provides students with opportunities to review their performance and access their own learning throughout the course (via pre-tests, self-tests with feedback, reflective assignments, peer assessment). |  |
| All video/audio files are captioned. |  |
| All images have tags and/or descriptions, with the exception of decorative images. |  |
| All documents (PDF, Word, PPT, etc.) are ADA compliant and accessible via screen readers. This includes tables, graphs, and math symbols. |  |
| Materials, graphics, and resources include copyright and licensing status, clearly stating permission to share and/or source(s) using fair use guidelines. |  |
| Text is formatted with titles, headings, and other styles to enhance readability, increase accessibility, and improve structure. Hyperlink text is a description and avoids using “click here.” |  |
| Text color is not the only method used to assign meaning (also apply bold or italics). Use of text color and style does not overpower content or impact accessibility. |  |
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# Notes