ONLINE COURSE DESIGN CHECKLIST

v 1.0 | 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 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 Design Considerations	Notes
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.	

NOTES

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