## Course Design

### Goals and Objectives
- Course learning objectives describe all measurable learning outcomes and are consistent with course-level objectives
- All goals, objectives, and outcomes can be easily located within the course. They are made available in a variety of areas on the course
- All goals and objectives are clearly written at the appropriate level and reflect desired learning outcomes
- All assessment instructions are explicit and written clearly to ensure learners understand how to meet learning objectives

### Content Presentation
- Students are given a comprehensive introduction to the course purpose and structure
- All learning content is made available in manageable segments (modules or units)
- All content flows in a logical progression
- Content is enhanced with auditory and visual elements

### Instructional Materials
- All instructional materials support published learning objectives and outcomes
- All materials and resources used in the course are appropriately cited
- All instructional materials, resources, and links are current
- The difference between required and optional activities, materials, and resources is explicitly distinguished

### Learner Engagement and Interaction
- Detailed instructor introduction is made available in the course
- Students are required to introduce themselves to the online class using detailed instruction
- All learning activities promote the achievement of the stated learning objectives
- Higher order thinking (e.g. analysis, problem solving, critical reflection) is expected of learners and explained with examples and models

### Technology
- Course technologies are current
- LMS tools are used to reduce labor-intensive learning by providing links to necessary resources, integrating publisher resources that are tailored to course materials, and providing streamlined access to supplementary resources
- All course tools and media utilized support engagement and guide students to become active learners
- A wide variety of delivery media are incorporated into the course

## Communication & Collaboration

### Communication Strategies
- Many synchronous and asynchronous interactions opportunities are available as appropriate
- All asynchronous communication strategies promote critical reflection and/or higher-order thinking that are aligned with learning objectives
- All synchronous communication activities benefit from real-time interactions and facilitate rapid response communication

### Development of Learning Communities
- All communication activities are designed to help build a sense of community amongst learners
- Learner interactions are required; such requirements are explicitly articulated
- All collaborative activities, if included, reinforce course content and learning outcomes and builds useful workplace skills such as teamwork, cooperation, negotiation, and consensus-building

### Interaction Logistics
- Explicit guidelines explaining required levels of participation are provided
- Learning activities provide many opportunities for interaction that support active learning
- Expectations concerning communication quality are explicitly defined
## Assessment

### Expectations
- All assessments are aligned with goals and objectives
- A rubrics (analytic or holistic) or checklists with criteria for desired outcomes are provided that explains how all activities and participation will be evaluated
- All assessment instructions are written clearly and with sufficient details to ensure understanding

### Assignment Design
- All assessments measure performance and achievement of learning objectives, and are consistent with course activities and resources
- Higher-order thinking is required
- Multiple types of assessments are used (reflection paper, research project, objective test, discussions, etc.)
- The course grading policy is stated clearly
- Specific and descriptive criteria are provided for the evaluation of students’ work and participation is tied to the course grading policy
- Students have multiple opportunities to measure their own learning progress (gradebook)

## Learner Support

### Feedback
- Learners are allowed to give continuous feedback to the instructor regarding course design and course content both during course delivery and after course completion
- Feedback mechanisms allow students to participate anonymously in course evaluation (end of course survey)

### Orientation to Course and LMS
- Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included
- Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course
- Tutorial materials support multiple learning modalities: audio, visual, and text based

### Supportive Software (Plug-ins)
- Clear explanations of optional and/or required software including any additional costs are provided within the course
- Software required to use course materials is listed with links to where it can be captured and installed
- Links are located within the course where learners will use the software

### Accommodations for Disabilities
- Supportive mechanisms allow learners with disabilities to participate fully in the online community
- The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation
- Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find
- Design factors such as color, text-size manipulations, audio and video controls, and alt tags reflect universal accessibility considerations