Guidelines for Online Course Design and Delivery

Organization	Description	Best Practices
Organization	Online courses should be well organized, materials presented in a logical, easy-to-understand manner and information provided to students to help them navigate all required sections of the online course.	o Content is separated into instructional units. o A method is provided for students to track completed assignments. o Visual organizers such as text descriptions, screenshots or videos are used to illustrate organization schemes for students.
Course Design: Outcomes and Objectives	It is important to introduce online learners to the purpose of the course, and provide clearly defined outcomes that convey what students will know and be able to do upon successful completion of the course.	o Course outcomes state what students should know and be able to do. o Objectives are measurable and support course outcomes. o Objectives are clearly stated and written in student-friendly language. o Objectives are appropriate to the level of the course. o Course syllabus clearly outlines the relationship of course and unit contents. o Relationships between course objectives, assignments, and assessments are clear.
Assignments	Instructors should communicate the importance and relevancy of course topics and course objectives to students; provide comprehensive information about course materials, assignments and evaluation of student products; and plan a range of opportunities for students to use course content and apply skills in relevant and meaningful ways.	o Learning activities and assignments are provided that engage students with the subject matter. o Learning activities and assignments guide students toward meeting instructional goals and objectives. o Detailed instructions are provided for all assignments to help students complete learning tasks successfully. o Learning activities require students to both recall and apply the concepts presented in the course. o Learning activities and assignments support students' engagement with the course materials, the instructor, and each other. o Each assignment clearly communicates the purpose of the task. o Assignments utilize online technologies for student collaboration when appropriate (discussion board, chat, video conferencing, etc.). o Assignments are not dependent on geographic location. o Detailed information is provided regarding how students will submit assignments and resources for how to use Learning Management System (LMS).
Assessment	A variety of assessment methods should be used that measure defined course learning objectives taking into account the course content, technology available, and course design.	o Assessment methods appropriate for the objectives are used. o Assessments are appropriate for an online format and not dependent on geographic location. o Assessments focus on higher levels of thinking (see *Bloom's Taxonomy*). o Formative and summative assessments are used. o Technology issues are considered when planning assessments o Specific feedback is provided for each assessment. o Feedback is available in a timely manner after an assessment is submitted.

Grades and Grading	Feedback to students regarding assessment and grading criteria policies should be posted, clearly stated, and easy to understand. Feedback to students should be timely, informative, and constructive.	o Criteria and policies are clearly defined and include expectations for each assessment. o Grades are provided within one to two weeks of assignment deadline. o Feedback to students is timely, informative, and constructive. o Substantive feedback is provided so students know why they received a particular grade and how they might improve before the next similar assignment is due. o Course updates are provided regularly and particularly within three days of major class milestones (projects, midterm, etc.).
Communication	Instructors should interact regularly with students by actively participating in the course, providing course updates (D2L news feed, email, webcam video, etc) and responding to student communications.	o Communication with class occurs regularly and frequently. o Responses to student inquiries occur within 24 hours or students will be notified of a delayed response. o News items providing new information as well as addressing recent class assignments, events, and upcoming deadlines are provided at least once each week. o Responses from instructor via email, phone or videoconference clearly, specifically, and respectfully respond to student communication. o The online classroom is monitored and questions posed by students on the discussion board are addressed. o Regularly scheduled online office hours are held. o Students have an opportunity to interact with one another. o Expectations are expressed to students regarding their appropriate interactions with one another. o Disruptive students are dealt with quickly and fairly.
Academic Integrity	Measures are considered to ensure academic integrity when planning assessments and are communicated to students.	o Academic integrity policies are clearly defined and communicated to students and proctors. o Strategies are employed to support academic integrity. o Procedures are established to prevent cheating
Media Competency	Faculty should carefully consider what media/technology are to be used to support the course goals and make sure they have the necessary skills.	o Instructor is fluent in all the technologies used and knows where to seek assistance in case of breakdown. o Audio and video recordings are used as appropriate. o Screenshots are available to accompany instructions and assignments. o Interactive presentations are used to provide engaging material. o Text and/or audio comments are used to provide detailed feedback on assignments.
Technology Development	The technology (hardware, software) needed to effectively deliver the course and support student success is considered.	o Technology needs are identified and considered while planning the course. o Required hardware and software are checked to ensure availability and accessibility to students. o Instructor takes care to avoid requiring technology that violates student privacy.
Student Access	Technology needs including online platform, hardware, software, and means of communication are well-defined and explained in the course syllabus.	o Prerequisite technology skills and/or current technology requirements are clearly stated. o Technology needs, including resources for accessing software/hardware, are communicated to students. o Information for technical support is provided to students. o Required specialized technology is communicated prior to enrollment (provide examples of how to do this)