

ONLINE COURSE DESIGN COURSE DESIGN CHECKLIST

VERSION 1.0 | JULY 2014

RIT has high expectations for its online courses. This checklist is based on the Middle States Commission on Higher Education’s minimal standards for distance education as well as widely accepted best practices from the literature on online course design.

For assistance designing online courses to meet these standards, contact Teaching and Learning Services at rit.edu/tls/consult.

Standard	Minimum requirements
1. Students are provided with clear information about how to get started in the course	<ul style="list-style-type: none"> Course includes a “Getting Started”-focused document[†] (see also items 2 and 12)
2. Students are provided with clear information about how to navigate the course structure	<ul style="list-style-type: none"> Course includes a “Getting Started”-focused document[†] (see also items 1 and 12)
3. The purpose of the course is clearly stated	<ul style="list-style-type: none"> Syllabus provides information about the purpose of the course, prerequisites, if any, and learning goals
4. Students are provided with information (or links to information) about course and RIT policies with which they must comply	<ul style="list-style-type: none"> Syllabus includes pertinent policies
5. An instructor self-introduction is available in the course	<ul style="list-style-type: none"> A faculty self-introduction is available when the course opens to students^{*†}
6. Students are required to provide self-introductions	<ul style="list-style-type: none"> At least one ice-breaker/introduction type of discussion or activity^{*†}
7. Students are provided with a course grading policy	<ul style="list-style-type: none"> Syllabus includes course grading policies Course assignments include a grading rubric[†] (see also item 8)

* = Fulfills Middle States Commission on Higher Education standard *Course design supports student-student and faculty-student interaction.*

† = Fulfills Middle States Commission on Higher Education standard *Course design includes elements known to be effective in helping online learning students persist and succeed.*

Standard	Minimum requirements
8. Rubrics are provided for graded coursework (including discussions/participation) that include specific criteria and are aligned with the course grading policy	<ul style="list-style-type: none"> • Course grading policy includes information about evaluation of course discussions (see also item 12) • Course assignments include a grading rubric[†] (see also item 7)
9. Course activities foster student interaction and active learning and clearly describe expectations for interaction	<ul style="list-style-type: none"> • At least one partner/group activity^{*†} • A minimum of three required discussions^{*†} • At least one graded assignment other than a quiz or paper type of assignment
10. Students are informed about the instructor's commitment to response time	<ul style="list-style-type: none"> • A faculty welcome message and/or course syllabus includes commitment to response time[*]
11. The course materials and tools foster student engagement	<ul style="list-style-type: none"> • At least three features of myCourses are used in the course • Media used in the course is appropriate to the learning goals
12. The course components (structure) are organized in a logical order	<ul style="list-style-type: none"> • Use of weekly class plans • Course includes a "Getting Started"-focused document[†] (see also items 1 and 2)
13. Students are provided with information (or links to information) about RIT's academic and student support services and related resources	<ul style="list-style-type: none"> • Inclusion of custom myCourses Home page widget or link to RIT Online Student Handbook
14. All course materials meet accessibility requirements	<ul style="list-style-type: none"> • All course media is captioned by TLS • Any software, websites or other materials used in the course meet requirements for accessibility

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