



NORTHWEST NAZARENE  
UNIVERSITY

## Online Course Design Checklist

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### **Purpose:**

This instrument provides guidelines for Northwest Nazarene University faculty in the development of online courses. Appropriately addressing these guidelines during the development process helps ensure that NNU's online courses exhibit the highest quality and provide exceptional learning experiences for our students. Rather than a formal performance evaluation tool, faculty can use this self-assessment instrument when developing online courses, as a review of previously-developed online courses, and/or as a tool for peer-to-peer feedback of online courses.

### **Development:**

On April 3, 2008, the E-Learning Committee adopted the NNU Online Course Design Guidelines as a working draft based on reviews of guidelines as well as documents from the following sources:

[Quality Online Course Initiative - Illinois Online Network](#)

[Chico State Rubric for Online Instruction](#)

[MCCVLC Online Course Development Guidelines](#)

[Quality Matters Rubric](#)

[Florida Gulf Coast Principles of Online Design](#)

### **Topics:**

The checklist includes information related to the following:

- Instructional Design
- Online Syllabus
- Web Design
- Interaction
- Assessment
- Learner Support
- Course Evaluation

Each bullet point in the following tables reflects an element desired of online courses at Northwest Nazarene University. For more comprehensive information, please refer to the Online Course Design Guidelines document available from E-Learning Services at [elarning@nnu.edu](mailto:elarning@nnu.edu) or 208-467-8034.

## Instructional Design

**Instructional Design** refers to the analysis of learning needs and the systemic approach to developing an online course in a manner that facilitates transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which cater to multiple learning styles, instructional strategies, and learner preferences.

Category	Expectations
<b>A. Course Outcomes &amp; Learning Objectives</b>	
1. Course Outcomes	<ul style="list-style-type: none"><li>• Content- and learner-centered Course Outcomes do the following:<ul style="list-style-type: none"><li>○ Clearly define the course's purpose</li><li>○ Identify school and/or department outcomes when applicable</li><li>○ Identify appropriate accrediting bodies when applicable.</li></ul></li></ul>
2. Assignment-Specific Learning Objectives	<ul style="list-style-type: none"><li>• Clearly stated objectives directly correlate to the Course Outcomes<ul style="list-style-type: none"><li>○ Objectives incorporate appropriate action verbs to communicate what students will know and be able to do as a result of their learning.</li><li>○ Observable and resulting in a product and/or process upon student completion of the learning experience, measurable objectives specifically indicate to the instructor the quality of the product and/or process.</li><li>○ For the most part, objectives represent knowledge, skills, or attitudes/values that the student will use outside of the classroom and correlate with real world performance expectations.</li></ul></li></ul>
<b>B. Course Design</b>	
1. Alignment	<ul style="list-style-type: none"><li>• Consistent course content, activities, and assessments directly correlate to course outcomes and learning objectives.</li><li>• Consistent course content, activities, and assessments align with applicable institutional, school, and/or departmental outcomes.</li></ul>
2. Active Learning	<ul style="list-style-type: none"><li>• Course provides frequent activities that extend beyond simply receiving information or ideas that incorporate active learning.</li></ul>
3. Interaction	<ul style="list-style-type: none"><li>• Ample learning activities support student-to-content interaction.</li><li>• Ample learning activities support student-to-instructor interaction (For example, instructor participates in discussion with students via a discussion forum or virtual chat room.)</li><li>• Ample learning activities, such as collaborative projects, group assignments, discussion forum and/or virtual chat assignments, support student-to-student interaction when appropriate and required as part of the course.</li></ul>
4. Assessments	<ul style="list-style-type: none"><li>• A variety of assessment methods, such as online portfolios, websites, discussions, webquests, online labs, self-quizzes, appropriately assess and document student work.</li></ul>
<b>C. Unit Design</b>	
1. Course Sequence	<ul style="list-style-type: none"><li>• Clearly organized and logically sequenced across units, course content<ul style="list-style-type: none"><li>○ Incorporates a systematic/consistent weekly routine</li><li>○ Includes a checklist of activities.</li></ul></li><li>• Each unit/lesson includes the following:<ul style="list-style-type: none"><li>○ Motivational techniques</li><li>○ An overview of objectives</li><li>○ Presentation of information, such as lectures, demonstrations, slide presentations</li><li>○ Opportunities for practice or exploration with feedback</li><li>○ A unit summary that ties learning units to previous and subsequent units</li><li>○ An assessment of student learning.</li></ul></li></ul>

2. Purpose/ Requirements	<ul style="list-style-type: none"> <li>• The purpose of each unit clearly describes activities in which students will participate in order to meet course outcomes and learning objectives.</li> <li>• Each activity or assessment provides: <ul style="list-style-type: none"> <li>○ Specific overall expectations</li> <li>○ Clear directions related to what students need to do to complete them successfully</li> <li>○ Expected level of participation and time commitment</li> <li>○ Specific instructions regarding how to proceed as well as learn material</li> <li>○ Directions related to how to submit</li> <li>○ If appropriate, special instructions and/or limitations or restrictions</li> <li>○ Explicit grading criteria and/or rubrics that specify point values.</li> </ul> </li> </ul>
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#### D. Instructional Strategies

1. Multimodal Instruction	<ul style="list-style-type: none"> <li>• Course incorporates instructional materials throughout course using a variety of visual, textual, kinesthetic, and/or auditory activities, such as graphics, animations, movies, sound files, streaming video, and narrated MS PowerPoint presentations.</li> <li>• Course presents methods from which students can select to suit their abilities and/or preferences as well as applications to real-life situations.</li> </ul>
2. Media Selection	<ul style="list-style-type: none"> <li>• Consistently appropriate and effectively delivered media, such as powerful visuals, well-organized written documents throughout the course enhances and supports student learning</li> <li>• CMS course site supports media technology used.</li> </ul>
3. Chunking/ Scaffolding	<ul style="list-style-type: none"> <li>• Information appropriately chunked (i.e., divided and organized) with instructional scaffolding (i.e., providing students with sufficient support and/or frequent practice activities when introducing new concepts and skills).</li> <li>• Materials involve both recall and application.</li> </ul>

### Student Evaluation and Assessment

Student Evaluation and Assessment refers to the process used to determine student achievement and quality of work submitted -- including the assigning of grades.

Category	Expectations
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#### A. Outcomes and Objectives

1. Alignment	<ul style="list-style-type: none"> <li>• Course assessments and evaluations align to course activities and resources.</li> <li>• Course assessments and evaluations directly correlate to the following: <ul style="list-style-type: none"> <li>○ Course outcomes</li> <li>○ Learning objectives</li> <li>○ Applicable institutional outcomes</li> <li>○ Applicable school outcomes</li> <li>○ Applicable departmental outcomes</li> </ul> </li> </ul>
2. Purpose	<ul style="list-style-type: none"> <li>• Course's purpose and rationale appropriately and clearly communicate to the students how assessments align to course outcomes and objectives.</li> </ul>
3. Qualities	<ul style="list-style-type: none"> <li>• Assessment methods and procedures incorporate the following: <ul style="list-style-type: none"> <li>○ Valid measures that accurately measure what the assessment is supposed to measure.</li> <li>○ Reliable measures that would produce similar results on a "re-test" or on a test with a similar group of students using consistent methods and criteria.</li> <li>○ Fair measures to ensure that all students have an equal opportunity to receive an effective assessment that is free from biases, such as gender and culture, and other contributors which may influence results, such as learner understanding of the objectives assessed, and preserving anonymity, if appropriate.</li> <li>○ Flexible measures that incorporate a variety of methods and approaches to assess student performances.</li> </ul> </li> </ul>

## B. Design

1. Strategies	<ul style="list-style-type: none"><li>• A diverse variety of assessment methods:<ul style="list-style-type: none"><li>○ Address a range of learning styles</li><li>○ Assess and document student work appropriately (e.g., online portfolios, websites, discussions, webquests, online labs, self quizzes, etc.).</li></ul></li><li>• Assessment methods:<ul style="list-style-type: none"><li>○ Measure content knowledge, attitudes and skills aligned to course outcomes/learning objectives.</li><li>○ Include opportunities for self-assessment and/or peer-assessment.</li><li>○ Respond to needs of the individual learner (e.g., alternative measures may be taken for students with special needs, assessments designed to reflect the student population and meet the needs of diverse learning styles, etc.)</li><li>○ Consider and take advantage of the available technologies.</li></ul></li></ul>
2. Frequency	<ul style="list-style-type: none"><li>• Course assessments and evaluations are:<ul style="list-style-type: none"><li>○ Spaced appropriately and evenly sequenced throughout the course,</li><li>○ Delivered soon after learning activities take place.</li></ul></li></ul>
3. Academic Integrity	<ul style="list-style-type: none"><li>• Academic Integrity defined and easily located within course policies and procedures which:<ul style="list-style-type: none"><li>○ Reflect university's academic integrity policy,</li><li>○ Clarify students' responsibilities,</li><li>○ Specify how professor and university will deal with violations of academic integrity.</li></ul></li><li>• Incorporate assessment design strategies that minimize plagiarism and cheating, for example:<ul style="list-style-type: none"><li>○ Educate students regarding:<ul style="list-style-type: none"><li>▪ What constitutes cheating and consequences</li><li>▪ How to cite sources</li><li>▪ Strategies instructor uses to detect cheating</li></ul></li><li>○ Integrate individual student interest and experience</li><li>○ Provide options such as learning contracts, choice in format (paper, presentation, website creation, etc.).</li><li>○ Set up online quizzes to use test banks to randomize questions, use a variety of question formats, embed within instruction/content, etc.</li><li>○ Papers/reports require the use a specific citation style, source usage or content inclusion, submission of drafts/outlines, higher-level thinking skills/creative responses, electronic submission/detection services, such as TurnItIn.</li></ul></li></ul>
4. Criteria/Rubrics	<ul style="list-style-type: none"><li>• All assessments use a specific rubric and/or descriptive criteria that:<ul style="list-style-type: none"><li>○ Explicitly measures student achievement of learning objectives</li><li>○ Includes the value of the assessment (number of points) in order that students know how much the task contributes to the final course grade.</li></ul></li></ul>

## C. Management

1. Directions	<ul style="list-style-type: none"><li>• Directions for each assessment clearly outline what students need to know and be able to do to complete the assessment and indicate the following:<ul style="list-style-type: none"><li>○ Format of assessment, such as objective test with multiple choice questions, essay exam, or self-assessment.</li><li>○ Number of questions included in assessment.</li><li>○ Number of points assessment is worth.</li><li>○ Date and time when assessment will become available to students.</li><li>○ Date and time when assessment is due.</li><li>○ Approximate amount of time required and provided to complete assessment.</li><li>○ Preparation and expectations, such as the kinds of thinking that students will exhibit, what content and/or material assessment will measure, and suggestions for how best to prepare for assessment.</li><li>○ Specific instructions regarding how to complete assessment.</li><li>○ Restrictions related to completing assessment, such as whether students complete it independently or in groups or if they can use their books, etc.</li><li>○ Directions for submitting the assessment.</li><li>○ Information regarding retakes.</li><li>○ Directions regarding which online test setup options have been enabled, such as whether multiple attempts are allowed or forced completion; whether the assessment includes password protection; whether assessment is timed; how questions will appear-- all at once or one at a time; and whether students can backtrack to previous questions.</li><li>○ Potential pitfalls and how to access help if needed. For example, direct students that they may not click on the "Back" button; should (e.g., don't hit the Back button, provide TMR phone number/email for technical support, contact instructor if locked out/can't access, etc.).</li></ul></li></ul>
2. Feedback	<ul style="list-style-type: none"><li>• Assessments provide regular, timely feedback about student performance throughout the course.</li><li>• Assessments provide a variety of methods for feedback, such as:<ul style="list-style-type: none"><li>○ "Self-Check" quizzes.</li><li>○ Practice assignments</li><li>○ Peer-feedback</li><li>○ Draft submissions</li><li>○ Rubrics</li></ul></li><li>• Assessments specify when and how students will receive feedback, such as automatic feedback upon submission of answers, instructor's comments posted in gradebook.</li></ul>
3. Gradebook	<ul style="list-style-type: none"><li>• Online gradebook setup includes:<ul style="list-style-type: none"><li>○ Gradebook mode specified as a points-based or percentage-based system.</li><li>○ Gradebook categories organize assignments by type of activity, or unit, etc.</li><li>○ All graded assignments and assessments are associated to the gradebook to document all student achievement and feedback in the course.</li><li>○ Gradebook entries are concise, organized, and clearly labeled using a naming convention.</li><li>○ Grading scale to map percentages to particular letter grades.</li></ul></li><li>• Displays final course grades.</li></ul>
4. FERPA	<ul style="list-style-type: none"><li>• Defined course procedures for reporting grade information:<ul style="list-style-type: none"><li>○ Comply with FERPA</li><li>○ Comply with Institutional regulations on reporting grade information to students.</li></ul></li></ul>

## Interaction, Communication, & Collaboration

Interaction, Communication, and Collaboration address how the course's design, assignments, and technology effectively encourage exchanges among the instructor, the students, and the course content.

Category	Expectations
<b>A. Opportunities &amp; Expectations</b>	
1. Student-Student	<ul style="list-style-type: none"> <li>• Learning activities and opportunities foster a variety of Student-to-Student interaction and communications, such as:               <ul style="list-style-type: none"> <li>○ Exchange of personal information</li> <li>○ Group projects</li> <li>○ Group discussions</li> <li>○ Email</li> <li>○ Virtual chats</li> <li>○ Class presentations</li> </ul> </li> <li>• Course requirements clearly indicate that students must interact with each other, as well as with the instructor, and includes the following:               <ul style="list-style-type: none"> <li>○ Purpose and outcomes for those interactions (e.g., indicates whether student receive points for participation)</li> <li>○ A rubric outlining standards for the quality or expectations of the interactions</li> <li>○ Clearly defined netiquette guidelines that include examples of effective posts</li> <li>○ A designated timeframe for interaction</li> <li>○ Directions for how to participate in interaction</li> </ul> </li> </ul>
2. Student-Instructor	<ul style="list-style-type: none"> <li>• Course includes learning activities and other opportunities to foster Student-Instructor communication and collaboration, such as:               <ul style="list-style-type: none"> <li>○ Virtual office hours</li> <li>○ Personal web pages</li> <li>○ One-to-many discussions</li> <li>○ Email address</li> </ul> </li> <li>• Course design elicits instructor's active engagement with the students.</li> <li>• Course presents clear standards for the instructor response and availability that includes:               <ul style="list-style-type: none"> <li>○ Designated timeframe when the instructor will provide feedback.</li> <li>○ Clear description of how the task of providing feedback will be accomplished (i.e., how students will receive feedback - email, discussion forum, or score in gradebook).</li> <li>○ Specific types of feedback that students will receive, such as feedback on submitted assignments, class participation, and individual and group projects.</li> </ul> </li> </ul>
3. Student-Content	<ul style="list-style-type: none"> <li>• Learning activities and other opportunities foster Student-to-Content communication and/or collaboration, such as:               <ul style="list-style-type: none"> <li>○ Links to materials within and outside course site</li> <li>○ Research or additional sources related to the content</li> </ul> </li> <li>• Course design provides multiple accountability checks of student processing of course material that may include reflections, self-checks, quizzes, application and/or response to material.</li> <li>• Course design provides opportunities for students to answer questions about or apply what they have learned for all learning objectives.</li> </ul>
<b>B. Organization &amp; Management</b>	
1. Types	<ul style="list-style-type: none"> <li>• Course appropriately uses a variety of communication tools, such as:               <ul style="list-style-type: none"> <li>○ Discussion forums</li> <li>○ Virtual classroom</li> <li>○ Email</li> </ul> </li> </ul>

2. Organization	<ul style="list-style-type: none"> <li>• Discussions organized in clearly defined forums and/or threads.</li> <li>• Course offers separate forums for the following: <ul style="list-style-type: none"> <li>○ Community</li> <li>○ Course Questions</li> <li>○ Content</li> </ul> </li> </ul>
3. Access	<ul style="list-style-type: none"> <li>• Individuals and group access to discussions based upon discussion's purpose that may include: <ul style="list-style-type: none"> <li>○ Private conversations between student and instructor</li> <li>○ Group work</li> <li>○ Class interactions</li> </ul> </li> </ul>
4. Role	<ul style="list-style-type: none"> <li>• Course clearly defines instructor's role in discussion activities.</li> <li>• Course clearly defines student participation expectations.</li> </ul>
<b>C. Group Work</b>	
1. Task	<ul style="list-style-type: none"> <li>• A statement describing the group's overall task provides clear and concise outcomes that are appropriate, reasonable, and achievable.</li> <li>• Rubric specifically-aligned to group outcomes clarifies requirements.</li> </ul>
2. Formation	<ul style="list-style-type: none"> <li>• Group activities provide rules for forming groups and assigning roles within each group.</li> </ul>
3. Management	<ul style="list-style-type: none"> <li>• Group activities clearly state benchmarks and expectations of group participation.</li> </ul>
4. Delivery	<ul style="list-style-type: none"> <li>• Group activities clearly indicate how, when, and where students will deliver or submit the final product.</li> </ul>
<b>D. Course Introductions</b>	
1. Welcome Letter and Course Announcements	<ul style="list-style-type: none"> <li>• Course contains a welcome announcement to: <ul style="list-style-type: none"> <li>○ Introduce the course and provide explicit directions regarding how to begin the class.</li> <li>○ Convey the instructor's enthusiasm about the course subject and his/her excitement about teaching the course.</li> </ul> </li> <li>• Students receive a complementary or more extensive version of the welcome letter via email.</li> </ul>
2. Self-Introduction	<ul style="list-style-type: none"> <li>• Self-introduction by the instructor provides appropriate personal and contact information in one or more of the following locations: <ul style="list-style-type: none"> <li>○ "Connecting with Your Professor" area of the course (required)</li> <li>○ Course syllabus</li> <li>○ A discussion forum</li> </ul> </li> </ul>
3. Student Introductions	<ul style="list-style-type: none"> <li>• Course uses one of the following to invite students to introduce themselves to the class: <ul style="list-style-type: none"> <li>○ Ice-breaker activity</li> <li>○ Sharing personal homepages</li> </ul> </li> <li>• Instructions direct students to read and respond to others' introductions.</li> </ul>

## Web Design

Web design refers to the visual organization, consistency, and aesthetics of information displayed across web pages. Effective use of text, graphics, and multimedia, as well as meeting accessibility standards contribute to web design when developing online courses.

Category	Expectations
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### A. Navigation & Layout

1. Navigation/ Cues	<ul style="list-style-type: none"> <li>• Based on NNU's Online Course Template, course content: <ul style="list-style-type: none"> <li>○ Appears well-organized and easy to navigate in order that students can clearly understand all components and structure of the course.</li> <li>○ Consistently Incorporates navigation cues and/or labels.</li> <li>○ Clearly instructs students how to navigate the course and access online resources.</li> </ul> </li> </ul>
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2. Layout	<ul style="list-style-type: none"> <li>• A simple, consistent layout design orients users throughout the course.</li> <li>• Font, size, and color appear readable and consistent throughout the course.</li> </ul>
3. Chunking	<ul style="list-style-type: none"> <li>• Course presents information in "chunks," (i.e., divided and organized on pages) to support readability and help students learn content.</li> <li>• Anchors minimize or facilitate scrolling.</li> </ul>
4. Hyperlinks	<ul style="list-style-type: none"> <li>• Hyperlinks, offered in text and graphic formats, provide self-describing, meaningful, and obvious visual cues through: <ul style="list-style-type: none"> <li>○ Color</li> <li>○ Underlining</li> <li>○ Text directives (e.g., Start here.)</li> </ul> </li> <li>• Course includes no broken links, and all external links open into a new window.</li> </ul>
<b>B. Use of Multimedia</b>	
1. Technical Requirements	<ul style="list-style-type: none"> <li>• Technical requirements do not extend beyond basic sound cards, speakers, and video players, unless appropriately needed to meet course outcomes and objectives.</li> <li>• Course either provides or makes easily-downloadable all required technologies that extend beyond basics.</li> <li>• Course provides contingency plan in case technology fails either the student or the faculty.</li> </ul>
2. Media Selection	<ul style="list-style-type: none"> <li>• Course takes full advantage of a variety of available tools and media to support the learning objectives.</li> <li>• Course incorporates tools and media appropriately chosen to deliver course content.</li> </ul>
3. File Size & Format	<ul style="list-style-type: none"> <li>• Course files align with existing university standards of delivery modes and formats.</li> <li>• Students can access large media files using one of the following: <ul style="list-style-type: none"> <li>○ Multiple delivery formats (e.g., PDF versions of PowerPoint presentations)</li> <li>○ Streamed media</li> <li>○ A CD/DVD to address bandwidth issues.</li> </ul> </li> </ul>
4. Copyright	<ul style="list-style-type: none"> <li>• Course abides by copyright and fair use laws. <ul style="list-style-type: none"> <li>○ Course creator has obtained and documented appropriate permissions.</li> <li>○ Create original content and/or has appropriately cited all sources.</li> </ul> </li> </ul>
<b>C. Use of Audio/Video</b>	
1. Audio	<ul style="list-style-type: none"> <li>• Audio files meet a specific purpose that does not distract from course outcomes and objectives.</li> <li>• Audio files meet all minimum standards: <ul style="list-style-type: none"> <li>○ Clear audio quality.</li> <li>○ Adequate audio file length to meet outcomes of the activity without adding unnecessary information.</li> <li>○ Minimize file size to meet outcomes of the activity without restricting users' ability to download the file on computers with lower bandwidths.</li> <li>○ A written transcript provided with all audio files.</li> <li>○ Audio player that is compatible with multiple operating systems and requires only a standard, free plug-in.</li> </ul> </li> </ul>
2. Video	<ul style="list-style-type: none"> <li>• Video files meet a specific purpose that does not distract from course outcomes and objectives.</li> <li>• Video files meet all minimum standards: <ul style="list-style-type: none"> <li>○ Clear video/audio quality.</li> <li>○ Adequate video file length to meet outcomes of the activity without adding unnecessary information.</li> <li>○ Minimize file size to meet outcomes of the activity without restricting users' ability to download the file on computers with lower bandwidths.</li> <li>○ A written transcript provided with all video files.</li> <li>○ Video player that is compatible with multiple operating systems and requires only a standard, free plug-in.</li> </ul> </li> </ul>

<b>D. Use of Images &amp; Animations</b>	
1. Images	<ul style="list-style-type: none"> <li>• Images meet a specific purpose that does not distract from course outcomes and objectives.</li> <li>• Clear image quality.</li> <li>• All image files are optimized for efficient loading and saved as gif, jpg, or png formats to be displayed on screen.</li> </ul>
2. Animations	<ul style="list-style-type: none"> <li>• Animations meet a specific purpose to support course content that does not distract from course outcomes and objectives.</li> </ul>
<b>E. Accessibility</b>	
1. Section 508	<ul style="list-style-type: none"> <li>• Course design indicates a conscious effort to comply with or exceed all accessibility standards: <ul style="list-style-type: none"> <li>○ A text equivalent provided for every non-text element (e.g. Alt Text, Transcripts, etc.)</li> <li>○ Captioning options available for audio portions of multimedia presentations.</li> <li>○ Redundant text links for links embedded on server-side image maps.</li> <li>○ Information conveyed with color also available and understandable without color.</li> <li>○ When a web page requires an applet, plug-in, or other application on the client system to interpret page content, the page provides a link to the needed plug-in or applet.</li> <li>○ When a timed response is required, the user is alerted and given time to indicate that more time is required.</li> <li>○ Data tables identify row and column headers.</li> </ul> </li> </ul>
2. Course Resources	<ul style="list-style-type: none"> <li>• Course resources are accessible, with all downloads: <ul style="list-style-type: none"> <li>○ Clearly identified</li> <li>○ Made available to students</li> <li>○ Sensitive to readability issues.</li> </ul> </li> <li>• Course provides a course orientation, opportunities to test student technology prior to required assignments, and help desk contact information for technical assistance.</li> </ul>

## Online Syllabus

Typically much lengthier than a face-to-face syllabus as a result of the level of detail and explanation involved, an online course syllabus provides much detail and clearly outlines course expectations and requirements. The online syllabus aligns with the online syllabus template and includes all appropriate sections.

<b>Category</b>	<b>Expectations</b>
<b>A. Online Syllabus Template</b>	
1. Online Syllabus Template	<ul style="list-style-type: none"> <li>• Based on the Online Syllabus Template, the course syllabus includes. <ul style="list-style-type: none"> <li>○ All sections for Parts I and III.</li> <li>○ If applicable, program information in Part II.</li> </ul> </li> </ul>
<b>B. Course Information</b>	
1. Course Description	<ul style="list-style-type: none"> <li>• Course description in the syllabus includes: <ul style="list-style-type: none"> <li>○ Catalog description</li> <li>○ Credit hours</li> <li>○ Applicable prerequisites (e.g., courses, knowledge, and/or skills)</li> </ul> </li> </ul>
2. Instructor Information	<ul style="list-style-type: none"> <li>• Instructor information includes the following in the syllabus and in the online course: <ul style="list-style-type: none"> <li>○ Instructor name</li> <li>○ Phone number</li> <li>○ Office location and hours</li> <li>○ Email</li> <li>○ Picture</li> <li>○ Biographical information</li> <li>○ Availability information</li> </ul> </li> </ul>
3. Course Outcomes/Objectives	<ul style="list-style-type: none"> <li>• Syllabus specifies the following, written from the students' perspective: <ul style="list-style-type: none"> <li>○ University outcomes</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Department/program outcomes</li> <li>○ Course outcomes/ learning objectives</li> </ul>
4. Course Materials	<ul style="list-style-type: none"> <li>• Syllabus includes detailed list of required and supplemental supplies needed.</li> <li>• If applicable, syllabus specifies online and other instructional resources/materials.</li> </ul>
5. Technical Requirements	<ul style="list-style-type: none"> <li>• Syllabus includes: <ul style="list-style-type: none"> <li>○ Detailed list of technical requirements, such as required hardware, software with version numbers, connection speed, browser plug-ins, etc.</li> <li>○ Listing of computer competencies and/or skills necessary for course completion.</li> <li>○ Links to download plug-ins easily.</li> </ul> </li> </ul>
6. Course Units/Activities	<ul style="list-style-type: none"> <li>• Syllabus includes overview of the course activities and assessments that clearly describe what students need to know and do to complete the course successfully.</li> <li>• In the case of a hybrid course, syllabus clarifies relationship between the face-to-face and online components.</li> </ul>
7. Evaluation	<ul style="list-style-type: none"> <li>• Syllabus provides: <ul style="list-style-type: none"> <li>○ A letter grade scale.</li> <li>○ A weights scale by category that clearly aligns to the course/unit activities described in section 6 above.</li> </ul> </li> </ul>
<b>C. Course Expectations &amp; Policies</b>	
1. Grading Policies	<ul style="list-style-type: none"> <li>• Syllabus clearly states grading policies and specifies: <ul style="list-style-type: none"> <li>○ Penalties: Late work, incompletes and/or missing work, and other penalties related to grades, if applicable, are clearly defined and state the consequences of absences, non-participation, etc. <ul style="list-style-type: none"> <li>▪ Must be consistent with university policies and may include being dropped from the course.</li> </ul> </li> <li>○ Extra Credit: A statement is provided describing whether or not Extra Credit is available. <ul style="list-style-type: none"> <li>▪ All extra credit assignments described in detail, including where, when, and how any extra credit will be administered and submitted.</li> </ul> </li> </ul> </li> </ul>
2. Expectations for Students	<ul style="list-style-type: none"> <li>• Course requirements in syllabus clearly state: <ul style="list-style-type: none"> <li>○ Students are required to interact with each other.</li> <li>○ Students are required to interact with the instructor.</li> <li>○ A designated timeframe for the interaction.</li> <li>○ Directions for how to participate in the interaction.</li> </ul> </li> <li>• Syllabus clearly describes standards for measuring the quality and quantity of student interaction. <ul style="list-style-type: none"> <li>○ Outcomes of those interactions are noted (e.g., will the student receive points for the interaction)</li> </ul> </li> </ul>
3. Expectations for Instructor	<ul style="list-style-type: none"> <li>• Syllabus clearly states: <ul style="list-style-type: none"> <li>○ The instructor will respond to email within 24-48 hours.</li> <li>○ The instructor will communicate if unavailable during a certain time period for travel, etc.</li> <li>○ Weekly announcements will be posted.</li> <li>○ How grades will be posted online.</li> <li>○ The instructor will provide feedback within a designated timeframe.</li> <li>○ How the instructor will provide and the student will receive feedback (e.g., through email, discussion forum, gradebook, etc.)</li> <li>○ The specific types of feedback that will be provided (e.g., feedback on assignments, on class participation, etc.)</li> </ul> </li> </ul>

4. Netiquette	<ul style="list-style-type: none"> <li>• Netiquette is clearly defined and communication expectations are clearly stated, including: <ul style="list-style-type: none"> <li>○ Number of required logins per week.</li> <li>○ Weekly contact with the instructor.</li> <li>○ Communication of individual learning needs/schedule conflicts in advance.</li> <li>○ Required, active participation in discussion forums.</li> </ul> </li> </ul>
<b>D. Course Schedule</b>	
1. Course Schedule	<ul style="list-style-type: none"> <li>• Syllabus provides a schedule of units/lessons with start/end dates.</li> <li>• Schedule lists main topics and assignments for each unit.</li> </ul>
<b>E. Program Policy Requirements</b>	
1. Program Policies	<ul style="list-style-type: none"> <li>• If applicable, Part II of syllabus includes program policies.</li> </ul>
<b>F. Institutional Academic Policies</b>	
1. Academic integrity	<ul style="list-style-type: none"> <li>• Based on the Online Course Template, syllabus includes statement of university standards/expectations for Academic Integrity.</li> </ul>
2. Disabilities Statement	<ul style="list-style-type: none"> <li>• Based on the Online Course Template, syllabus includes a disabilities statement about accommodations for students with disabilities. <ul style="list-style-type: none"> <li>○ Includes contact information for the Advisor to Students with Disabilities.</li> </ul> </li> </ul>
3. Copyright, Downloading Course Content, and Intellectual Property Statements	<ul style="list-style-type: none"> <li>• Based on the Online Course Template, syllabus includes: <ul style="list-style-type: none"> <li>○ University copyright statement.</li> <li>○ Limitations for downloading content from the online course site.</li> <li>○ Intellectual Property Statement.</li> </ul> </li> </ul>
4. Academic Petition Policy & Appeals Process	<ul style="list-style-type: none"> <li>• Based on the Online Course Template, syllabus includes the University academic petition policy, appeals policy and process.</li> </ul>
5. Nature of Privacy in Online Learning	<ul style="list-style-type: none"> <li>• Based on the Online Course Template, syllabus includes the University statement on Nature of Privacy in Online Learning.</li> </ul>

## Learner Support and Resources

Learner Support and Resources refers to institutional, program, academic, and course resources available to learners. Several categories in Section A and B are automatically satisfied if the course is built using the foundation of the Online Course Template.

Category	Expectations
<b>A. Institutional/Academic Support &amp; Resources</b>	
1. Policies	<ul style="list-style-type: none"> <li>• Institutional Resources component under the Resources tab includes links to: <ul style="list-style-type: none"> <li>○ Academic Services</li> <li>○ CMS Assistance</li> <li>○ NNU Technology Links</li> </ul> </li> </ul>
2. CMS Support	<ul style="list-style-type: none"> <li>• Institutional Resources component under the Resources tab includes links to: <ul style="list-style-type: none"> <li>○ Academic Services</li> <li>○ CMS Assistance</li> <li>○ NNU Technology Links</li> </ul> </li> </ul>
3. Technical Support	<ul style="list-style-type: none"> <li>• Institutional Resources component under the Resources tab includes links to: <ul style="list-style-type: none"> <li>○ Academic Services</li> <li>○ CMS Assistance</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ NNU Technology Links</li> </ul>
4. Academic Resources	<ul style="list-style-type: none"> <li>● Institutional Resources component under the Resources tab includes links to: <ul style="list-style-type: none"> <li>○ Academic Services</li> <li>○ CMS Assistance</li> <li>○ NNU Technology Links</li> </ul> </li> </ul>
<b>B. Course Support &amp; Resources</b>	
1. Contact Info	<ul style="list-style-type: none"> <li>● "Connect with Your Professor" component under the Course tab includes professor contact information, such as: <ul style="list-style-type: none"> <li>○ Email</li> <li>○ Phone, etc.</li> </ul> </li> </ul>
2. External Links	<ul style="list-style-type: none"> <li>● Course Resources component under the Resources tab includes links to course level resources, such as: <ul style="list-style-type: none"> <li>○ External websites</li> <li>○ Resources to textbook websites</li> <li>○ Resources to supplemental online support material, etc.</li> </ul> </li> </ul>
3. Supplemental Materials	<ul style="list-style-type: none"> <li>● Course provides supplemental materials and resources within the content to offer: <ul style="list-style-type: none"> <li>○ Review/remediation tutorials</li> <li>○ Or provide additional learning objects/information to challenge students who want to know more.</li> </ul> </li> </ul>
4. Course Technology	<ul style="list-style-type: none"> <li>● Course provides information about and links to technology resources. <ul style="list-style-type: none"> <li>○ Syllabus specifies all technology requirements (e.g., download plug-ins, etc.).</li> </ul> </li> </ul>
5. Readiness	<ul style="list-style-type: none"> <li>● Course contains multiple timely and appropriate activities to assess student readiness for content and mode of delivery, such as: <ul style="list-style-type: none"> <li>○ A Getting Started folder</li> <li>○ "Readiness" activities to ensure students can successfully submit a drop box assignment or an assessment</li> <li>○ Invitation to participate in an Adobe Connect session</li> </ul> </li> </ul>
6. FAQ & Glossary (Optional)	<ul style="list-style-type: none"> <li>● Course provides an "FAQ" resource (such as a page, forum, or video) to support student success in: <ul style="list-style-type: none"> <li>○ Course navigation</li> <li>○ Understanding expectations, etc.</li> </ul> </li> <li>● Course provides a Glossary of terms studied in the course.</li> </ul>

<b>Course Evaluation</b>	
<p>Course Evaluation refers to the processes and mechanisms used to elicit feedback from peers and learners for the purpose of course improvement. Several categories in Section A are automatically satisfied if the course is built using the foundation of the Online Course Template.</p>	
<b>Category</b>	<b>Expectations</b>
<b>A. Course Evaluation</b>	
1. Layout/Design	<ul style="list-style-type: none"> <li>● Based on the Online Course Template, the course provides a Course Questions &amp; Feedback forum to solicit learner feedback on the course structure (e.g. spelling mistakes, navigation, dead links, etc.).</li> </ul>
2. Instruction	<ul style="list-style-type: none"> <li>● Based on the Online Course Template, the course provides a Course Questions &amp; Feedback forum to solicit learner feedback on the course instruction.</li> </ul>
3. Content	<ul style="list-style-type: none"> <li>● Based on the Online Course Template, the course provides a Course Questions &amp; Feedback forum to solicit learner feedback on the course content.</li> </ul>

4. University End-of-Course Evaluation (Optional)	<ul style="list-style-type: none"> <li>• Course includes a mechanism to encourage students to complete the university end-of-course evaluation, such as:               <ul style="list-style-type: none"> <li>○ Automating its release after completion of final exam,</li> <li>○ Offering incentives for completion of evaluation.</li> </ul> </li> </ul>
<b>B. Course Review (Optional)</b>	
1. Program Review (Optional)	<ul style="list-style-type: none"> <li>• Course designer solicits feedback from the program director during the course development process to review the:               <ul style="list-style-type: none"> <li>○ Course design map</li> <li>○ Course syllabus</li> <li>○ Course assignments</li> </ul> </li> </ul>
2. Peer Review (Optional)	<ul style="list-style-type: none"> <li>• Course designer solicits feedback from faculty peers during and/or after the course development process to review the course using the guidelines outlined in this document.</li> </ul>
3. Student Preview (Optional)	<ul style="list-style-type: none"> <li>• Course designer previews the course using the Student Preview mode to discover if additional changes to course content are needed.</li> </ul>