



## RU Online Course Development Inventory



### PART I: INSTRUCTIONAL DESIGN

#### A. Course Structure

| Standards     | Explanation   | Evaluation |
|---------------|---|------------|
| 1. Sequence   | Content is sequenced and structured in a manner that enables learners achieve the stated goals.   |            |
| 2. Portioning | Information is “portioned” or grouped to help students engage with and master the content.  |            |
| 3. Purpose    | Purpose of learning activities is clearly presented. Course development is learner-centered and designed to fill-the-gap between current skills and knowledge and stated learning outcomes. |            |

#### B. Learning Goals, Objectives, and Outcomes

|                              |   |  |
|------------------------------|---|--|
| 4. Course Goals & Objectives | Course Goals and Objectives/Outcomes are presented and explicitly stated to the learner.  |  |
| 5. Module Objectives         | Module Objectives/Outcomes are clearly presented to the learner and are aligned with the larger course and academic program objectives. |  |

| <b>C. Course Information</b> |  |                   |
|------------------------------|--|-------------------|
| <b>Standards</b>             | <b>Explanation</b>   | <b>Evaluation</b> |
| 6. Description               | A course description is provided and contextualized within the other courses in the academic program.                                |                   |
| 7. Instructor Information    | Relevant information is provided, including specific qualifications per accrediting agency standards.                                |                   |
| 8. Instructional Materials   | Students are provided with a list of supplies such as textbooks and other instructional materials needed.                            |                   |
| 9. Content                   | A clear concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided. |                   |
| 10. Grading Policy           | Grading policy is provided including grading scale and weights.  |                   |
| 11. Calendar                 | A weekly calendar of activities and assignments is provided.   |                   |
| 12. Technical Competencies   | A list of technical competencies necessary for course completion is provided.  |                   |
| 13. Technical Requirements   | A list of technical requirements such as connection speed, hardware, and software is provided.                                       |                   |

| <b>D. Instructional Strategies</b> |   |                   |
|------------------------------------|---|-------------------|
| <b>Standards</b>                   | <b>Explanation</b>  | <b>Evaluation</b> |
| 14. Multimodal Instruction         | A variety of instructional delivery methods accommodating multiple learning styles are available throughout the course. |                   |
| 15. Knowledge Demonstration        | A variety of ways for learners to demonstrate knowledge is provided.  |                   |
| 16. Presentation                   | The selected tool for each activity is appropriate for effective delivery of content.                                   |                   |
| <b>E. Academic Integrity</b>       |   |                   |
| 17. Code of Conduct                | A Code of Conduct including netiquette standards and academic integrity expectations is provided.                       |                   |
| <b>F. Use of Multimedia</b>        |   |                   |
| 18. Audio + Video                  | Audio and video files have a specific purpose that do not distract from course goals and objectives.                    |                   |

**PART II: COMMUNICATION, INTERACTION, & COLLABORATION**

**A. Activities and Opportunities**

| <b>Standards</b>       | <b>Explanation</b>  | <b>Evaluation</b> |
|------------------------|---|-------------------|
| 19. Student-Student    | Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration. |                   |
| 20. Student-Instructor | Learning activities and other opportunities are developed to foster Student-Instructor and/or collaboration.            |                   |
| 21. Student-Content    | Learning activities and other opportunities are developed to foster Student-Content interaction.                        |                   |

**B. Organization and Management**

|                  |   |  |
|------------------|---|--|
| 22. Types        | Course offers separate forums for Community, Course Questions, and Content. |  |
| 23. Organization | Discussions are organized in clearly defined forums and/or threads.         |  |

| <b>C. Group Work</b>                               |   |                   |
|--|---|-------------------|
| <b>Standards</b>                                   | <b>Explanation</b>  | <b>Evaluation</b> |
| 24. Task   | Groups tasks are clear and concise. Outcomes are appropriate, reasonable, and achievable.                         |                   |
| 25. Management                                     | Benchmarks and expectations of group participation are clearly stated.  |                   |
| 26. Delivery                                       | A statement of how, when, and where the final product will be delivered is provided.                              |                   |
| <b>PART III: STUDENT EVALUATION AND ASSESSMENT</b> |   |                   |
| <b>A. Goals and Objectives</b>                     |   |                   |
| 27. Aligned  | Assessment and evaluation are aligned with learning objectives.   |                   |
| 28. Communicated                                   | Assessment and evaluation goals are clearly communicated.   |                   |
| <b>B. Strategies</b>                               |   |                   |
| 29. Methods  | Assessment and evaluation use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys. |                   |

| Standards          | Explanation   | Evaluation |
|--------------------|---|------------|
| 30. Frequency      | Assessment and evaluation are conducted on an ongoing basis throughout the course.                    |            |
| 31. Tools          | Assessment and evaluation tools (includes assignments) are appropriate for measuring stated outcomes. |            |
| <b>C. Grades</b>   |   |            |
| 32. Grading Scale  | A grading scale that defines letter grades and/or weights, if applicable, is provided.                |            |
| 33. Penalties      | Penalties assessed to grades, if applicable, are provided.  |            |
| 34. Participation  | Student participation is defined and a mechanism for measuring quality and quantity is provided.      |            |
| 35. Extra Credit   | The opportunity for earning extra credit, if applicable, is provided                                  |            |
| <b>D. Feedback</b> |   |            |
| 36. When/What/How  | A statement explaining when/what type/how students should receive feedback is provided.               |            |

| <b>E. Management</b>                                  |  |                   |
|---|--|-------------------|
| <b>Standards</b>                                      | <b>Explanation</b>   | <b>Evaluation</b> |
| 37. Time  | A statement of the time allocated for each assignment is provided.   |                   |
| 38. Deadline  | A deadline for each activity is provided.  |                   |
| 39. Retake  | A statement indicating whether or not the assessment can be retaken is provided.   |                   |
| 40. Submit  | Instructions for completion and submission are provided.   |                   |
| <b>PART IV: LEARNER SUPPORT &amp; RESOURCES</b>       |  |                   |
| <b>A. Institutional/Program Support and Resources</b> |  |                   |
| 41. Policies  | Links to institutional/program information and/or policies and procedures are provided.  |                   |
| 42. CMS Support & Technical Support                   | Links to tutorials and other CMS Support sites are provided. Links, email addresses, and/or phone numbers to technical support are provided. |                   |

**PART V: WEB DESIGN**

**A. Layout/Design**

| <b>Standards</b>                                    | <b>Explanation</b>   | <b>Evaluation</b> |
|---|--|-------------------|
| 43. Consistency                                     | Consistent layout design orients users throughout the site. (See below for suggestions.)   |                   |
| 44. Legibility and consistency of Text and Graphics | Font type, size, and color are readable and consistent throughout the course. Courses employ text and graphics that are legible and clearly defined. |                   |

**B. Use of Images**

|                         |   |  |
|-------------------------|---|--|
| 45. Image Quality       | Images are clear and well positioned.   |  |
| 46. Image File Sizes    | Image files are optimized for efficient loading.  |  |
| 47. Animation of Images | Use of animated GIFs is strictly limited, and must directly contribute to the learning experience and course content. |  |

**C. Links/Navigation**

|                        |   |  |
|------------------------|---|--|
| 48. Hyperlink Identity | Navigation cues are present, clearly identifiable, offered in text and graphic formats. Links based on visual cues such as color, underlining, and text directives. |  |
|------------------------|---|--|

|                                   |   |  |
|-----------------------------------|---|--|
| 49. Hyperlink Function            | Course has no broken links.   |  |
| <b>PART VI: COURSE EVALUATION</b> |   |  |
| <b>A. Layout/Design</b>           |   |  |
| 50. Instruction                   | Opportunities for learners to offer feedback to instructor on instructional strategies are provided.  |  |
| 51. Content and Physical Course   | Opportunities for learners to offer feedback throughout the course on issues surrounding the course's physical structure (e.g. spelling mistakes, navigation, dead links, etc.) and on course content are provided. |  |

### **Suggested Default Course Site Links**

1. Announcements
2. Your Professor
3. Syllabus and Info
4. Course Modules
5. Communication
6. Discussion Board
7. External Links
8. User Tools
9. New To Online?