Pratt *ctl*

Best Practices Guidelines for Pratt Institute Faculty Teaching Online

As part of a continuous effort to ensure quality in online course design, the best practices below have been identified to support faculty teaching college courses. For more information, please contact the CTL at ctl@pratt.edu or view the interactive version online.

1. COURSE INTRODUCTION
- 1.1 **Starting Point** - Is there a clear starting point for the students in your online course?
- 1.2 **Syllabus** - Does the online course have an updated course syllabus?
- 1.3 **Introductions -** Is there an instructor introduction with full name and contact info?
- 1.4 **Expectations -** Does the syllabus include the required course expectations?

2. DESIGN AND LAYOUT
- 2.1 **Resources** - Are links to institutional resources and policies easily available in the online course?
- 2.2 **Grading** - Does the grade center accurately reflect calculated totals?
- 2.3 **Clear Navigation** - Is the course navigation clear and easily understood?
- 2.4 **Clear Formatting** - Is the text on the pages clearly separated into sections?
- 2.5 **Professionalism** - Are the materials in the course clearly written and proofread?
- 2.6 **Multimedia -** Are there a variety of instructional materials utilized in the course?

3. COURSE ALIGNMENT
- 3.1 **Learning Objectives** - Are the course-level student learning outcomes listed?
- 3.2 **Learning Materials** - Are engaging learning materials available that support the outcomes?
- 3.3 **Assessments** - Do course assessments measure the stated objectives?

4. LEARNER ENGAGEMENT
- 4.1 **Faculty Presence** - Is the instructor present in the online course?
- 4.2 **Student Participation** - Are students asked to share their work with others?
- 4.3 **Feedback** - Does the instructor provide actionable feedback on projects?
- 4.4 **Inclusivity** - Does the course foster an inclusive environment?

5. UNIVERSAL DESIGN AND ACCESSIBILITY
- 5.1 **Accessible Documents** - Are course documents provided in a PDF format?
- 5.2 **Text Formatting** - Is the text formatting throughout the course consistent?
- 5.3 **Alternative Formats** - Are alternative formats accessible for rich-media content?
- 5.4 **Working Links** - Are all links, files, videos, external URLs active and working?
- 5.5 **UDL** - Are Universal Design for Learning considerations addressed in the course?

6. OTHER CONSIDERATIONS
- 6.1 **Fair Use and Copyright** - Do course documents follow the Fair Use and Copyright Guidelines?
- 6.2 **FERPA** -Is the instructor committed to protecting student privacy?
- 6.3 **Course Data** - Is the instructor committed to continuously improving the course by using analytics?