



CETLOE's Do-It-Yourself Design Suggestions Checklist is a summary of our Comprehensive Design Suggestions Checklist. Faculty who would like to do a deeper dive are encouraged to [contact CETLOE to engage in a comprehensive course review](#).

1. Prior to the start of the semester, students are provided information regarding workload, course-specific fees, and any requirements for in-person or synchronous attendance. Updated Banner notes and/or an email to registrants before classes start could accomplish this.
2. The syllabus meets [university requirements](#).
3. Online courses are delivered via the iCollege Digital Learning Environment. ([iCollege resources](#))
4. Online course content and activities are organized in topic-based modules that have a consistent look, feel, and flow of activities. ([iCollege design suggestions](#))
5. The purpose, task, and evaluation criteria for all learning activities are clearly communicated with students. ([TILT - Transparency in Learning and Teaching resources](#))
6. Students have frequent opportunities to practice new concepts/skills and receive constructive feedback before they are assessed for a grade. Auto-graded iCollege quizzes are one way to provide quick formative feedback to students. ([iCollege quizzes](#))

7. Links to relevant support resources (tutoring, office hours, the GSU Writing Studio, etc.) are embedded throughout the course.
8. Students are provided structured pauses (such as low-stakes or no-stakes quizzes or surveys) to reflect on how their behaviors are influencing their success in the course. ([iCollege surveys](#) and [Reflective Questions](#))
9. Students have opportunities to learn from and support each other. Opportunities for collaboration, peer review, and discussions can help accomplish this. ([iCollege discussions](#))
10. Course materials and activities reflect and honor the diversity of our student body. ([Asset-based pedagogy resources](#))
11. Course materials and activities support students' development of relevant career competencies. ([Career readiness resources](#))
12. The course workload is reasonable for students and instructors. ([Student course workload estimation tool](#) and [GSU credit hour policy](#))

13. Students have opportunities to provide feedback, preferably anonymous, to the instructor regarding course design, including but not limited to elements such as clarity of materials, workload, ease of navigation, and access to support resources. iCollege surveys can be set to collect anonymous feedback. ([iCollege surveys](#))
14. Course materials meet accessibility requirements, including clear and consistent navigation, accurately captioned videos, machine-readable text alternatives for media elements, etc. ([CETLOE accessibility resources](#))
15. Citations, copyright information, and sharing permissions are included for instructional materials, when applicable. ([Georgia State Library resources on sharing instructional materials online](#))