

Just-in-Time Course Design: Online/Hybrid Course Self-Assessment

Design principles for those who are short on time, new to course design, or like to have some tools on hand.

Navigation	Notes
Course has a welcoming and informative homepage, and instructs students how to get started.	
Course has a consistent, navigable structure using modules (i.e., organized by week, unit, or topic).	
Each module is introduced with an overview and contextualizing information.	
Course navigation is customized and simplified for a streamlined student experience.	
Essential Elements	Notes
Instructor name, contact information, office hours, and communication preferences are available on the course homepage.	
Comprehensive syllabus is easy to locate and includes course overview and philosophy, learning outcomes, grading policies, late work policy, and course expectations.	
Required/recommended software, hardware, internet requirements, and tech support resources are listed.	
Copyright	Notes
Materials, graphics, and resources include copyright and licensing status, clearly stating permission to share and/or material source(s) using fair use guidelines.	



	Accessibility	Notes
	Text is formatted with titles, headings, and other styles to enhance readability, increase accessibility, and improve structure.	
	Text color is not the only method used to assign meaning (also apply bold or italics).	
	A sans-serif font with a standard size of at least 12 pt is used.	
	Use of text color and style does not overpower content or impact accessibility.	
	Graphics and images are understandable when viewed without color.	
	Slide decks and slideshows are constructed with accessible templates, non-automatic transitions, and other accessibility features.	
	Tables are used only when relevant to content and are updated with accessibility features, such as headings.	
	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).	
	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	
	Text and documents are readable by assistive technology.	



Course design is about purpose. Take time to reflect...

- What makes your course unique?
- What makes you a compelling instructor?
- How do students connect with you? With each other? With the content?
- What do you want your students to remember from your course in 15 years?

Need more information? Check out these resources!

- **Working in Canvas:** Instructure's [Canvas Guides for Instructors](#).
- **Building a Great Syllabus:** A helpful research article, "[Does the Document Matter? The Evolving Role of Syllabi in Higher Education](#)" (use Auraria library access).
- **Accessibility and Design for All Learners:** The Office of Information Technology provides guides and how-to resources to create course materials accessible for all learners. [OIT Accessibility Resources](#)

Need more support?

- **Trainings & Events:** Join the Division for Teaching Innovation & Program Strategy (TIPS) for trainings, workshops, and other events: <https://cu-tips.corsizio.com/>
- **One-on-One Consultation:** Schedule a one-on-one consultation with an academic technologist or instructional designer in the TIPS division: [Consultations for Course Design and Technology Support](#)

