

This checklist should be used to guide the design and evaluation of online courses. Note that the quality, size, and rigor of online courses should be the same as face-to-face courses. If you have questions or need help with any of the components of the Design Checklist, the Teaching and Learning Center would be glad to meet with you.

Course Developer (Print): _____

Course: _____

1. Student Learning Outcomes

<input type="checkbox"/>	1.	Course and student learning outcomes are clearly stated throughout the course (e.g. in the course syllabus, modules, assignments).
<input type="checkbox"/>	2.	Assessment strategy is clearly tied to student learning outcomes.
<input type="checkbox"/>	3.	Signature assignments explicitly state which course and student learning outcomes are being met through its completion. Similar alignment to course and student learning outcomes is encouraged for other assignments as well.

2. Instructor Presence

<input type="checkbox"/>	1.	The instructor provides contact information.
<input type="checkbox"/>	2.	One-business-day turnaround is noted on all teacher-student correspondence (at least to acknowledge receipt and to schedule follow-up communications).
<input type="checkbox"/>	3.	The instructor's online presence is clearly identified (e.g. online office hours, instructor bio and picture, welcome video).
<input type="checkbox"/>	4.	If the course is based on a shared master course or department template created by another instructor, any personalized images of the previous instructor are replaced and any videos showing or voiced by the previous instructor are replaced, unless intended to be shared.

3. Course Orientation

<input type="checkbox"/>	1.	Orientation materials include instructor introduction, walk through of the syllabus, required materials, grading procedures, class procedures, course organization, tutorial for LMS (e.g. Canvas), etc.
<input type="checkbox"/>	2.	Clear information is given concerning turnaround times (e.g. assignment submission, deadlines, late work, feedback/grades, exams). Assignments and assessments should be scaffolded in such a way that the turnaround time for grading and returning them should not exceed two weeks.

4. Online Navigation

<input type="checkbox"/>	1.	The homepage is based on one of the approved online templates and includes clear navigation to the modules, Snow College branding or logo (possibly adding an image relevant to course content), and clear instructions on how to get started.
<input type="checkbox"/>	2.	The content of the course is clearly, logically, and consistently organized throughout the course. Organization methodologies should include modules, calendar, deadlines, etc.
<input type="checkbox"/>	3.	The course uses well-developed modules that are labeled and organized by themes, weeks, or chapter units.
<input type="checkbox"/>	4.	Course tools support course content and show relevance to the learning objectives (e.g. unused Canvas tools are hidden from student view, images import correctly for students, the Link Validator has been successfully completed).

5. Student Expectations

<input type="checkbox"/>	1.	Online participation is clearly defined and articulated. For example, the course specifies weekly time required to be working in LMS, interaction requirements for discussion board, regular teacher-student contact requirements, etc.
<input type="checkbox"/>	2.	An assignment is due during the first week to determine student presence in the class, to verify attendance, and to make a decision as to administrative withdrawals.
<input type="checkbox"/>	3.	Consistent participation of students is required by including at least one deadline per week that requires students' online presence.

6. Course Activities and Resources

<input type="checkbox"/>	1.	Community building activities encourage interaction and engagement among participants. Some examples of such interactive/collaborative activities include (but are not limited to) online discussions, synchronous class/group conferences or study sessions, group projects/activities, workshops, and peer evaluations.
<input type="checkbox"/>	2.	A variety of activities and resources encourage a learning-centered environment (e.g. the course isn't composed with only reading quizzes or only discussion boards).
<input type="checkbox"/>	3.	Instructions, expectations, and guidelines for proper etiquette guide participation in various course components (e.g. discussions, email, chat, peer reviews, group/team work).
<input type="checkbox"/>	4.	Support references provide direction for students who are not technologically literate (e.g. step-by-step instructions, help desk phone number and email, etc.)
<input type="checkbox"/>	5.	If relevant, instructions for exams and security standards are included (e.g. exam access codes/passwords, time limits, testing center/proctoring guidelines)

7. College and Department Requirements

<input type="checkbox"/>	1.	Course syllabus and curriculum meet college and department standards.
<input type="checkbox"/>	2.	Assignments, activities, and assessment appropriately motivate and measure student learning and are aligned to the course objectives on the master course syllabus.
<input type="checkbox"/>	3.	Course load for students is appropriately distributed throughout the course (e.g. 3 activity hours for each credit earned in a given week - up to 9 hours for a 3 credit class).
<input type="checkbox"/>	4.	Course meets accessibility guidelines and standards.
<input type="checkbox"/>	5.	Online course structure, content, and support resources are functional and ready to go BEFORE the semester begins. If needed, plans and schedule for just-in-time content are clear and complete.

Reviewer Recommendations and Comments

This course is: Ready for implementation Requires revision

Revision recommendations and comments:

Course Approval: *The undersigned confirms that this course meets the quality standards of the department and college.*

Course Developer Signature:

_____ Date: _____

Online Quality Mentor, Department Chair, or Designated Representative:

_____ Date: _____