

Checklist Design and Development of an Online Class

Getting Started

<input type="checkbox"/> Step One	Send welcome Email
<input type="checkbox"/> Step Two	Explain to students what to do first-steps to getting started
<input type="checkbox"/> Step Three	Provide access to the syllabus
<input type="checkbox"/> Step Four	Post the pacing guide
<input type="checkbox"/> Step Five	Discuss netiquette expectations
<input type="checkbox"/> Step Six	Direct students to institution's resources and policies
<input type="checkbox"/> Step Seven	Explain prerequisites including technology skills
<input type="checkbox"/> Step Eight	State required technology
<input type="checkbox"/> Step Nine	Write your instructor introduction
<input type="checkbox"/> Step Ten	Facilitate student to student introduction
<input type="checkbox"/> Step Eleven	Establish Social Cafe or Tech Help Section
<input type="checkbox"/> Step Twelve	Explain to students what to do next

Learning Objectives (Competencies)

<input type="checkbox"/> Step One	Write your course level objectives by beginning with the end in mind. (Consider skills and abilities you want student to obtain by the end of your course.)
<input type="checkbox"/> Step Two	Draft specific learning objectives for each module or unit that align to course level objectives
<input type="checkbox"/> Step Three	Limit your list of objectives for each module or unit. 3-5 objectives should be adequate
<input type="checkbox"/> Step Four	Write objectives in student friendly voice
<input type="checkbox"/> Step Five	All verbs used in learning objectives should be observable. (Bloom's verbs)
<input type="checkbox"/> Step Six	Clearly state learning objectives
<input type="checkbox"/> Step Seven	The relationship between learning objectives and activities is obvious to the student
<input type="checkbox"/> Step Eight	All verbs used in learning objectives are measureable
<input type="checkbox"/> Step Nine	Review wording of learning objective to ensure students receive all information on how to meet the objective
<input type="checkbox"/> Step Ten	Clearly communicate and describe the intended learning objective.
<input type="checkbox"/> Step Eleven	Reread to check clarity of learning objective to assure expectations are evident to student
<input type="checkbox"/> Step Twelve	Verify learning objective is appropriately designed and add to your course

Assessment and Measurement

<input type="checkbox"/> Step One	Assessments align with learning objectives
<input type="checkbox"/> Step Two	Learning objectives align with activities and resources
<input type="checkbox"/> Step Three	Grade calculations include relationship between points, %, weights, and grade
<input type="checkbox"/> Step Four	Assignment category clearly indicates number of assignments
<input type="checkbox"/> Step Five	Policy on late submissions is clearly stated
<input type="checkbox"/> Step Six	Criteria to evaluate assignments is clear, preferably in a rubric
<input type="checkbox"/> Step Seven	Point values are used in the evaluation
<input type="checkbox"/> Step Eight	Assessment strategies are varied
<input type="checkbox"/> Step Nine	Assessments are sequenced and build on previous knowledge
<input type="checkbox"/> Step Ten	Assessments are regularly scheduled
<input type="checkbox"/> Step Eleven	Timely feedback on student progress is evident (self-checks, self-scoring practice, peer critique, etc)
<input type="checkbox"/> Step Twelve	Students can self-evaluate their progress

Instructional Materials

<input type="checkbox"/> Step One	Verify content, materials, and resources align to learning objectives.
<input type="checkbox"/> Step Two	Verify content, materials, and resources relate to the course
<input type="checkbox"/> Step Three	Properly cite resources and materials including copyright
<input type="checkbox"/> Step Four	Confirm materials and resources are current and up to date
<input type="checkbox"/> Step Five	Properly note and cite any older material or resource and explain why you are using older material
<input type="checkbox"/> Step Six	Supply course materials from a variety of resources
<input type="checkbox"/> Step Seven	Provide course materials to students in a variety of forms (texts, .pdf, digital, etc).
<input type="checkbox"/> Step Eight	Required materials for the course is clearly stated
<input type="checkbox"/> Step Nine	Provide statement explaining which materials are suggested or optional for the course
<input type="checkbox"/> Step Ten	Apprise students of necessary materials at the beginning of class.
<input type="checkbox"/> Step Eleven	Differentiate and cite epack, instructor developed material, or publisher material
<input type="checkbox"/> Step Twelve	Stated course learning objectives align to content, materials, and resources

Learner Interaction and Engagement

<input type="checkbox"/> Step One	Learning activities are tied to learning objectives in course and, if applicable, learning modules
<input type="checkbox"/> Step Two	Learning activities align with assessments, activities, and technology.
<input type="checkbox"/> Step Three	Interactions are purposeful
<input type="checkbox"/> Step Four	Instructor response time on grading of student work is clearly noted.
<input type="checkbox"/> Step Five	Assignments include interaction with the instructor
<input type="checkbox"/> Step Six	Assignments include interaction with content
<input type="checkbox"/> Step Seven	Assignments include interaction with technologies
<input type="checkbox"/> Step Eight	Assignments include interaction with peers
<input type="checkbox"/> Step Nine	How you will provide feedback is clearly indicated (on discussion board, through comments, on rubrics, etc)
<input type="checkbox"/> Step Ten	Expectations for student participation are clear in the syllabus
<input type="checkbox"/> Step Eleven	Expectations for student interactions are stated in the syllabus
<input type="checkbox"/> Step Twelve	Rubrics or other criteria detail how participation is evaluated

Course Technology

<input type="checkbox"/> Step One	Tools are functional software that provide areas for interaction in the course
<input type="checkbox"/> Step Two	Tools used in the course help learners actively engage in the learning process
<input type="checkbox"/> Step Three	All required technologies are easily obtainable, through download, purchase at the bookstore, or another means
<input type="checkbox"/> Step Four	Clear information and instructions are provided regarding how the tools support the learning objectives
<input type="checkbox"/> Step Five	Instructions are provided on how to obtain peripheral devices is provided if used (headsets, cameras, etc)
<input type="checkbox"/> Step Six	Information is provided regarding the availability of the tools on mobile devices (smartphones and tablets)
<input type="checkbox"/> Step Seven	For technologies that require subscriptions, instructions are provided
<input type="checkbox"/> Step Eight	Assure course technologies are up-to-date
<input type="checkbox"/> Step Nine	Tools used in the course include links to the privacy policies provided by the creator of the tool
<input type="checkbox"/> Step Ten	The course takes advantage of tools in the learning management system
<input type="checkbox"/> Step Eleven	Incorporated "other" technologies support learning objectives
<input type="checkbox"/> Step Twelve	Make sure technology tools are current

Student Support

<input type="checkbox"/> Step One	State description of the technical support services provided
	Provide link, email, or phone number to technical support center
<input type="checkbox"/> Step Three	Clearly worded directions for obtaining support for externally provided resources (e.g., e-packs)
<input type="checkbox"/> Step Four	Links to tutorials or resources providing instructions on how to use the tools and features of the learning management system
<input type="checkbox"/> Step Five	Link provided to the institution's accessibility policy
<input type="checkbox"/> Step Six	Statement that informs the learner how to obtain an institution's disability support services
<input type="checkbox"/> Step Seven	Links to online orientations or demo courses
<input type="checkbox"/> Step Eight	Link to the library, including information on how to obtain library access, request materials, access databases, and contact a librarian
<input type="checkbox"/> Step Nine	Clear description of student support services and how to access them (including email addresses and phone numbers for personnel)
<input type="checkbox"/> Step Ten	Link provided to the student support website
<input type="checkbox"/> Step Eleven	Information on academic resources include tutorials on conducting research, writing papers, citing sources, using an online writing lab
<input type="checkbox"/> Step Twelve	Accommodation statements state that services and accommodations are available for learners with disabilities

Accessibility & Usability

<input type="checkbox"/> Step One	Information on the accessibility of the learning management system and additional required technologies is provided
<input type="checkbox"/> Step Two	Links to accessibility statements for all required technologies is provided
<input type="checkbox"/> Step Three	Audio and video have transcripts or captioning
<input type="checkbox"/> Step Four	Contrast is used to make text easy to read
<input type="checkbox"/> Step Five	Images are appropriately sized and can be viewed in their entirety without scrolling
<input type="checkbox"/> Step Six	Design format is consistent throughout the course
<input type="checkbox"/> Step Seven	Font styles and sizes are consistently used
<input type="checkbox"/> Step Eight	Navigation is easy and intuitive
<input type="checkbox"/> Step Nine	A text equivalent for images is provided
<input type="checkbox"/> Step Ten	Heading styles are used
<input type="checkbox"/> Step Eleven	Files have been tested with an accessibility checker
<input type="checkbox"/> Step Twelve	Course multimedia are easy to view, operate, and interpret

