## Online Course Design Checklist

This checklist can be used in tandem with the Quality Assurance: Online Course Rubric as you develop and build your online course. Use the checklist to ensure you have completed all tasks necessary to ensure your course meets the Quality Assurance standards.

### Beginning the Course

* 1. Clear instructions are provided that explain how to get started and how to navigate the course.
	2. The course includes an introduction that states the purpose and structure of the course.
	3. Clear online etiquette (netiquette) policies are communicated regarding online interaction and communication.
	4. Course and UB policies are clearly communicated.
	5. Minimum technology requirements are stated and instructions/resources for use are provided.
	6. Prerequisite course work or discipline knowledge requirements are stated.
	7. The instructor introduces themself in an appropriate, welcoming way.
	8. Learners are asked to introduce themselves to the class.
	9. Next steps are communicated to the class.
* Record a course welcome video in which you:
	+ Introduce yourself
	+ Introduce the course and explain its purpose
	+ Demonstrate how to navigate the course
* In the overview/home space:
	+ Include your welcome video
	+ Provide a written description of the course and its purpose
	+ Briefly explain how to navigate the course
* Provide your course syllabus using the UB syllabus template.
	+ Ensure your syllabus includes the UB Student Success Resources addendum.
* Determine and communicate a standard response time to student communication.
* State prerequisites including technology skills.
* State netiquette expectations.\*
* State technology requirements.\*
* Design a learner introductions activity.
* Establish a discussion forum where students can ask general questions.
* Send a welcome email.

*\*Use of the UB Lesson template includes a Getting Started Module that addresses these items. Review it for course alignment.*

### Student Learning Outcomes

2.1 The Student Learning Outcomes (SLOs) are measurable, aligned with program outcomes (if applicable), and appropriate to the course level.

2.2. The module/weekly objectives are measurable and align with the SLOs for the course.

2.3 Module/weekly outcomes are easy to understand, student-centered, and clearly referenced for each module/week.

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2.5 Module/weekly outcomes are suited to the course level.

* Write Student Learning Outcomes that describe the skills students will have acquired by the end of the course. Use verbs that convey higher order thinking skills to describe the outcomes.
* Draft learning objectives for each module/week that align to course objectives.
* Develop 2-4 learning objectives for each module/week.
* Write objectives that are student-centered (At the end of this week, students will be able to…)
* Ensure verbs used in objectives are measurable/observable.
* Have a student review your learning objectives to ensure they are clear and convey your intended meaning.
* Review learning objectives to check clarity.
* State learning objectives in the appropriate place in each module/week’s Lesson.
* Explain how each learning activity relates to the objectives by completing the purpose section in each module/week’s Lesson.

### Assessment

3.1 A clear grading policy is communicated.

3.2 The assessments measure the SLOs and module/weekly objectives.

3.3 Clear descriptions of the requirements for graded work are provided and their connection to the grading policy is clear.

3.4 Multiple, varied and scaffolded assessments are used throughout the course.

3.5 Learners have various opportunities to track their progress towards objectives and outcomes.

* Develop and provide a clear grading policy and grading scheme. If using weighted categories, devise a sample grade problem so students can practice calculating their grades.
* Develop and provide a later work policy.
* Develop rubrics for evaluating student work that
	+ Provide clear and descriptive grading criteria
	+ Include point values
* Design assessments that are
	+ Aligned with SLOs and objectives
	+ Aligned with activities and resources
	+ Varied
	+ Sequenced and paced throughout the course to build on previous knowledge and skills
* Determine and communicate a standard feedback turnaround time.
* Establish routines and procedures to ensure you are able to provide timely feedback.
* Ensure students can monitor their own progress.

### Instructional Materials

4.1 The instructional materials help students meet the SLOs and weekly/module objectives.

4.2 The purpose for using materials is linked to the learning activities and outcomes and is clearly stated.

4.3 The instructional materials are properly cited and adhere to copyright requirements.

4.4 The instructional materials are varied.

4.5 The instructional materials are current and/or reflect current practice in the discipline.

* Select and/or develop learning materials, content, and resources that are
	+ Aligned to the learning outcomes/objectives
	+ Related to the course
	+ From varied sources
	+ Available in varied formats
* Properly cite all instructional materials and adhere to copyright regulations.
* Verify all instructional materials are up to date and current
	+ If using older materials, explain why.
* Clearly list required materials
	+ If applicable, clearly list optional/suggested materials.
* Verify that materials, content, and resources align with course outcomes and objectives.

### Learning Activities

5.1 The learning activities help equip learners to achieve the outcomes and objectives.

5.2 Learning activities support active learning and promote learner interaction.

5.3 The instructor’s interaction with learners, including planned response and feedback turnaround time, is clearly stated.

5.4 The requirements for learner interaction and participation are clearly stated.

* Learning activities are aligned to course outcomes and objectives
* Learning activities have purposeful interactions and use technology strategically.
* Assignments include interaction with
	+ - The instructor
		- The content
		- Technology
		- Classmates
* Determine and communicate how and when you will provide feedback.
* Explain expectations for student participation
* Explain expectations for student interaction
* If graded, develop clear and descriptive rubrics for grading student interaction and participation.

### Course Technology

6.1 Course technologies support learning outcomes and objectives.

6.2 Course technologies support active learning and learner engagement.

6.3 Course technologies are current and readily available.

6.4 The course provides links to privacy policies for any required external tools.

* Select course technologies support and align to course outcomes/objectives.
* Select course technologies and Sakai tools that facilitate student engagement and interaction.
* Verify that course technologies are up to date.
* Verify that course technologies are readily obtained through download or purchase.
* Explain and communicate how course technologies support the achievement of learning outcomes/objectives.
* Provide links to the privacy policies of any external (non-Sakai) tools.
* Provide (or link to) information on technological support provided through UB.\*
* Provide (or link to) information on how to obtain equipment through UB.\*

*\*Use of the UB Lesson template includes a Getting Started Module that addresses these items. Review it for course alignment.*

### Student Support

7.1 The course includes a clear description of (or link to) information about technical support and how to get it.

7.2 The course includes a clear description of (or link to) information about UB’s accessibility policies and services.

7.3 The course includes a clear description of (or link to) information about UB’s Academic Support Services.

7.4 The course syllabus includes the current version of UB’s Student Success Resources.

* Add the Student Success Resources Addendum to your course syllabus.
* Provide information about technical support services provided by the Office of Technology Services (OTS).\*
* Provide contact information (link, phone, email) to OTS.\*
* Provide links to resources and tutorials on how to use Sakai tools and features.\*
* Provide link to Sakai Live Help.\*
* Provide (or link to) information about how to access help for any external (non-Sakai) tools.
* Provide information about the library and its services, including the writing center.\*
* Provide information on academic resources including academic research, writing papers and citing sources.\*
* Provide a link to the library.\*
* Provide information about student support services and how to access them.\*
* Provide a link to the student support services website.\*
* Provide the accommodation statement the details services and accommodations available for learners with disabilities.\*
* Provide a link to disability and access services.\*
* Provide a link to UB’s Online Readiness Course.\*

*\*Use of the UB Lesson template includes a Getting Started Module that addresses these items. Review it for course alignment.*

### Accessibility & Usability

8.1 The course is easy to navigate and use.

8.2 Course design ensures readability.

8.3 Course materials are accessible in formats that meet the needs of diverse learners.

8.4 Course multimedia is easy to navigate and use.

8.5 Course multimedia is accessible in formats that meet the needs of diverse learners.

8.6 The course includes (or links to) information about the accessibility of required technologies.

* Verify that course navigation is easy and intuitive by having students review the course.
* Check that sufficient contrast is used throughout the course so text is easy to read.
* Provide information about the accessibility of Sakai.\*
* Provide information about the accessibility of external tools.
* Verify that images are sized appropriately and can be viewed in entirety without scrolling.
* Check that the design format is consistent throughout the course.
* Provide a text equivalent (alt tag) for all images.
* Check files with an accessibility checker.
* Check that font styles and sizes are consistent throughout the course.
* Check that heading styles are used and consistent throughout the course.
* Verify that course multimedia are easy to view, operate, and interpret.
* Provide captions/transcripts for all video and audio files.