

Path 3 & 4 Course Review Checklist

Use the following best practices as a guide in the development of your online course map for the Online Course Design Workshop and for the design of your full online course. The checklist elements are criteria reviewed for FACET course approval.

Overall Course Design

- ✓ The course layout is simple and user-friendly
- ✓ Instructor self-recorded video or posted announcement welcomes students
- ✓ Instructions for navigating the course are clearly articulated and students are pointed to the online course “Start Here” folder/module
- ✓ Accessibility is an intentional focus of course design utilizing the Blackboard Ally Accessibility tool features and analytics

FACET ID Feedback:

Start Here: Syllabus and Course Expectations

- ✓ Course description, outcomes and requirements are clearly defined
- ✓ Instructor contact information is provided
- ✓ Syllabus is easy to find and easy to follow for all students, including students with disabilities
- ✓ Learning objectives are written using action verbs to produce measurable outcomes
- ✓ Participation and interaction expectations are clearly stated
- ✓ One-page course schedule and due dates is displayed for quick view
- ✓ A grading scale is provided
- ✓ Communication expectations are stated for both students and the instructor
- ✓ Academic misconduct policy link and accommodation statement (ADS link) are provided
- ✓ OTS help desk information link is provided

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Course Content

The checklist items below are helpful for the Online Course Design Workshop Course Map guided practice submission and the FACET Final Course Approval.

- ✓ Lessons, units, or modules are laid out in an easily navigable, consistent format
- ✓ (existing template may be used or structure can be customized per instructional plan)
- ✓ Lessons, units, or modules “Overviews” include a 1-2 sentence topic introduction and at least 1-3 learning objectives
- ✓ Course material incorporates UDL principles for diverse learners (e.g. Assigned readings, recorded lectures, external videos or simulations, links to publisher websites)
- ✓ Instructions for accessing external content or tools are provided
- ✓ Multimedia and external links have been checked for functionality & accessibility (e.g. provide captioning or transcript)

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Engagement and Interaction

- ✓ The instructor’s plan for regular and substantive interaction with students is clearly stated (e.g. Virtual student hours, Course Q&A forums, grading rubrics, feedback methods and timelines)
- ✓ Opportunities are provided for students to interact with fellow students (e.g. Discussion forums, Zoom breakout rooms, group project collaboration)
- ✓ “Netiquette” guidelines are provided to set expectations regarding student interaction and collaboration

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Assignments and Exams

- ✓ A variety of assessments allow students to demonstrate what they have learned in multiple ways (e.g. Auto-graded quizzes, case studies, research projects, video presentations, projects)
- ✓ Assignments and exams include clear instructions for successful completion and submission
- ✓ Transparent assignments clearly identify how the assignment aligns to course outcomes, the knowledge and skills students will employ when completing the assignment, assignment steps or tasks, and grading criteria
- ✓ Due dates for assignments and exams in Blackboard match the due dates presented in the syllabus

FACET ID Feedback: