

CHECKLIST FOR ONLINE OR MULTI-MODE/HYBRID COURSES

Instructor: _____

Course Name: _____ Course ID (5 digits): _____

This checklist assists instructors to identify key elements that contribute to promoting quality in the design and delivery of online courses. The checklist criteria are based on the nationally recognized [Quality Matters \(QM\)](#) rubric which consists of 40 specific elements shown in research literature to positively impact student learning in online courses. In addition to the QM rubric, the [iNACOL National Standards for Quality Online Courses](#) have been used as guiding documents. The Western Association of Schools and Colleges (WASC) acknowledges the QM rubric and the iNACOL Standards in the [WASC Supplement for Schools with Online Learning as the Primary Delivery System](#).

There are a number of online resources available to assist faculty prepare courses for online delivery. Two templates are noted here:

The **Accessible Syllabus template** contains information and resources specific to courses using Blackboard. This template was designed so that instructors could easily insert their information and be assured that their Syllabus meets accessibility requirements.

Blackboard 9.1 Course Templates may be easily uploaded into empty course shells. The templates may be easily customized by adding and/or deleting content.

CHECK ALL ITEMS THAT APPLY:

COURSE DELIVERY METHOD

___ **Multi-mode/Hybrid**

Multi-mode/Hybrid courses are a blend of online and face-to-face delivery. In these courses, substantial portions of the content are delivered online and some portion of the face-to-face class meetings is replaced with online work.

___ **Web-based/Online**

Web-based/Online courses typically have no face-to-face meetings and most or all of the content is delivered online. Exams may be proctored.

COURSE ORIENTATION AND INTRODUCTION

The items identified by an asterisk are included in the Blackboard Student Orientation and the customizable Student Orientation module available to faculty.

- ___ *Technical Support from TILT <http://www.fresnostate.edu/academics/blackboard/support.html>
 - ___ *Link to tiltsupport@csufresno.edu for assistance
 - ___ *Minimum computer hardware and software requirements
 - ___ *Information tutorials on how to use software required by class assignments if applicable
 - ___ *Link to browser recommendations and required plug-ins <http://www.fresnostate.edu/academics/blackboard/browsers.html>
 - ___ *Blackboard Manual/Help for students is available
- Comments:

LEARNER SUPPORT AND RESOURCES

- ___ *Link to Online Learning Self-Assessment is available. Is Online Learning for You? (<http://www.fresnostate.edu/academics/blackboard/students/student-assessment.html>)
 - ___ *Information about the Services for Students with Disabilities (<http://www.fresnostate.edu/studentaffairs/ssd/>)
 - ___ Link to Library (<http://www.fresnostate.edu/library/>)
- Comments:

SYLLABUS

The syllabus should be reviewed using the 'Checklist for a Course Syllabus' form.

ASSIGNMENTS

- ___ Information on how assignments are to be submitted and the location of any practice assignments that are available
 - ___ Policy concerning technical problems when submitting assignments or assessments
 - ___ Acceptable file formats are listed
- Comments:

INSTRUCTIONAL DESIGN AND DELIVERY

- Outcomes or learning objectives are present for each module/unit
- Instructions are present for each module/unit
- Activities are appropriate for either online or multi-mode/hybrid course
- Comments:

COURSE ORGANIZATION

- Syllabus and required instructional materials are easily located
- Navigability is clear, simple and user friendly
- Only tools that are utilized in the course are available
- Layout of course is visually and functionally consistent
- Course organization and sequencing is logical and clear—students know “what to do next”
- Resources are separated into “required” and “optional” categories
- Folders have clear descriptions
- Top level links have no fields that increase load time (e.g., audio files or animations) or alterations
- Nothing should be more than three clicks from the top level in order to minimize excess clicking
- Topics are clearly identified and subtopics are related to topics
- Numbers identify sequenced steps; bullets list items that are not prioritized or sequential
- Links to other parts of the course or external sources are accurate and up-to-date
- Links to outside web sites open in a new browser window
- Course schedule is available in a printer-friendly format for student convenience
- Spelling and grammar are accurate, and a consistent writing style is used throughout
- Written material is concise - sentences and paragraphs are brief
- Language of written material is friendly and supportive
- Clear directions are given for each task or assignment
- Comments:

UNIVERSAL DESIGN AND ACCESSIBILITY

"It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability."

For more information on the Accessibility Technology Initiative (ATI) visit <http://www.calstate.edu/accessibility/>

Accessibility at Fresno State <http://www.fresnostate.edu/accessibility/index.html>

Contact Services for Students with Disabilities (<http://www.fresnostate.edu/studentaffairs/ssd>) if you have specific concerns about accessibility. WebAIM (<http://www.webaim.org/>) has information, descriptions of various disabilities and techniques you can use to make your course more accessible to those with disabilities.

Access eLearning (<http://www.accesselearning.net/>) is a free, online ten-module tutorial that offers information, instructional techniques, and practice labs on how to make the most common needs in distance education accessible for individuals with disabilities, and enhance the usability of online materials for all students.

- ___ Clear, concise, and consistent course framework is used
 - ___ Course Menu is designed for easy navigation
 - ___ Concise and meaningful text is used for all links and file formats are indicated when necessary
 - ___ Transcripts of any audio or video are provided
 - ___ Images are optimized for speedy display and include alt-tag text
 - ___ Alternative formats of materials are provided, when possible (e.g., optional print packet of extensive reading materials available, CD of audio clips used in course, low bandwidth alternative for multimedia elements, PDF for a print option, etc.)
 - ___ Use of color adds interest but does not disadvantage those with color blindness (e.g., color of text is not used to communicate meaning)
 - ___ File formats meet accessibility guidelines (e.g. use of headings in word)
 - ___ Use of background images is avoided, as these are distracting to some students with learning disabilities
 - ___ Typeface choice and contrast between text and background enhances readability. (e.g., light background with dark text)
 - ___ Design keeps course pages to a comfortable length with white space, if longer texts are used the design is optimized for printout and offline reading
 - ___ Appropriate images supporting course content add visual interest
- Comments:

ANALYSIS OF TECHNOLOGY – OPTIONAL

Use this section to review specific technologies you used that are available in the Blackboard course.

- Discussion Board required as part of course grade
- Group discussion areas, when appropriate, for group activities
- Discussion area specifically for student questions - open to responses from other students as well as the instructor
- Discussion area for off-topic discussions to keep the instructional discussion areas focused on course content
- Email
- Phone-In Office Hours
- Virtual Classroom / Synchronous "Chat"
- Teleconferencing (using synchronous audio or video technologies such as Collaborate)
- Online "lecture" – text version
- Online lecture – audio or video version
- Course textbook information
- Interactive Tools (ie. Blogs, Journals, Wikis)
- Web searching in support of research papers
- Instructor tracks student activity to monitor individual interaction with course materials and classmates
- Regular use of announcements area
- Illustrations / animations
- Audio clips
- Video clips
- CD-ROM or DVD supplemental materials
- Comments: