Fullerton College
Distance Education Online Course Design Checklist
(Work in progress, based on OEI rubric)
Dr. Lisa Montagne 2016

A. Course Design

1. Objectives—objectives are available in a variety of areas and ways, clearly written in measureable outcomes (students know what they are expected to do). They should appear in the syllabus, but also in the weekly lesson modules.
2. Content Presentation—Content is presented in linear, "chunked," and easy-to-navigate segments (presented by weekly units, and not scattered throughout the site.) LMS tools are used to reduce labor-intensity of learning (lots of readily available links for students). Clearly labeled tutorials for how to use LMS and how the course is designed.
3. Learner Engagement—Individualized learning opportunities, remedial activities, or resources for advanced learning are provided. Guidance provided for students to work with content in meaningful ways. Tools in the LMS are used to facilitate learning. Technology tools are used to transcend teacher-centered instruction. Learners can give anonymous feedback on the course design.

B. Interaction and Collaboration

1. Communication strategies—Contact and availability information for the instructor are easy to find and includes multiple forms (email, phone, live chat, etc.). Instructor's role and methods of collecting and responding to work are clearly explained and defined. Plentiful opportunities for interaction are provided. Communication strategies promote critical thinking.
2. Development of Learning Community—Instructors have a clear plan for initiating contact prior to the beginning of the course, and regular effective internals throughout the course, activities build a sense of community, student-to-student interaction is built in, and collaboration activities reinforce content.
3. Interaction logistics— Guidelines for levels and quality of expected participation are clear, grading rubrics are provided, instructor gives regular feedback on work, instructor uses communication tools for regular updates, reminders, announcements, weekly lectures, etc.

C. Assessment

1. Expectations—Assessments match objectives, learners are directed appropriate objectives, rubrics and models of good work are provided, instructions are written clearly and thoroughly.
2. Assessment Design—Assessment activities match curriculum, and higher order thinking is required. Assessments occur frequently, instructor provides feedback in a timely manner, multiple types of assessments are used, opportunities for self-assessments provided. Student can see where they can obtain additional help.

D. Learner Support

1.Supplemental Software – Clear explanations of optional or required software, and their additional costs are clearly explained. Where it can be obtained is clear, and links are provided.
2.Course/Institutional Policies & Support –All information subject to FERPA is captured within the district system LMS, plagiarism policies are clearly labeled and explained, course expectations for behavior are clearly explained, and links to institutional services are provided.
3. Technical Accessibility –Course materials are complaint with Section 508 and WCAG 2.0 (AA), and can be effectively used by all students, alternate media accommodations, HTML-based pages, all activities can be completed with a keyboard or other adaptive technology, and provide explanations of times, number of attempts, feedback, and completion.
4. Accommodations for Disabilities—LMS settings are configurable by faculty to allow for DSPS accommodations. Links to LMS support are provided. Any inaccessible materials are identified.

Self-evaluation of online and hybrid courses:

Name and Department?
Which online course are you evaluating (name, course#, online or hybrid)?
Which online teaching platform/learning management system do you use?

1- **Learner Support**
   Which methods do you use to support student completion and success?
   Which links to student services are included in your course?
   What range of resources do you offer that supports course content and addresses different learning abilities?
   What kind of instructions for citing resources do you provide?
   How do you define plagiarism and its consequences?

2- **Course Organization and Design**
   How do you ensure your course is easy to navigate, well organized, and aesthetically appealing?
   Explain how you ensure your syllabus is accessible, well organized, and contains all necessary information?
   What steps do you take to ensure universal accessibility throughout your course?

3- **Communication and Collaboration**
   How do you promote student-to-student interaction and collaboration?
   What kinds of communication strategies do you use to promote student- teacher interaction?
   What tools do you use to interact with students, and what is your timeline in responding to students on the various aspects of your course?

4- **Content and Student Engagement**
   How do you address multiple learning styles?
   How do you promote student engagement within the content of your course?
   What strategies do you use to ensure student equity?
   What methods do you use to promote critical thinking?

5- **Assessment and Evaluation of Student Learning**
   Explain how you align student learning outcomes and your assessment activities.
   How do you identify acceptable methods for completing assignments?
   What kinds of assessment methods do you use?
   What is your timeframe for grading assignments, and what kind of feedback do you provide?
   What is your timeframe for responding to students, and how is it articulated to students?

6- **Faculty use of Student Feedback**
   What methods of formal and informal student feedback do you use, and how often do you use them?
   How do you survey students throughout the term regarding the effectiveness of course organization and online activities?
   How do you use your SLO data to inform changes in your instruction?