# DMACC Online Course Checklist

**Instructor:** **Semester:**

**Course:**   **CRN/Shell:**  **Review Date:**

**Credit Hours:**  **Duration (Weeks):**

## DMACC Template:

*  Course menu for students is unchanged from the course template
*  Introductory announcement includes a welcome to students and directions for beginning the course
*  The provided Home Page (entry point) template is updated
*  Contains the list of reminders provided in the template
*  Instructor information is present
*  The syllabus is published
*  Information is comprehensive and concise
*  Includes guidelines for student participation/attendance and online netiquette expectations
*  Includes breakdown of points each activity is worth and total points possible (or weighting)
*  The Course Schedule of activities matches in Modules and Grades
*  [DMACC’s Gradebook Expectations](https://internal.dmacc.edu/online/Pages/gradebook-expectations.aspx) are met
*  Grading scheme in Settings matches the grading scale in the syllabus

 Assignment Groups match the syllabus (e.g., titles, weighting)

 Contains no duplicate/extra columns and is appropriately organized

 All graded activities have a due date set

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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## Information and Organization of Learning Materials:

*  Instructor uses the [Student Workload Estimator](https://internal.dmacc.edu/online/pages/studentworkload.aspx) and has shared the results with the instructional designer to ensure rigor meets course credit hour expectations each week (i.e., a 3-credit 16-week course has 9 hours per week of instruction, study, and activities)
*  Materials are organized in modules with a logical, easily navigated progression
*  Each module contains an overview or activities list
*  Activities are consistently named throughout the course
*  Titles are short, descriptive, and unique
*  Explanatory text is provided for all materials (e.g., files, links, videos) so students know how/when/why to use them and how it impacts their learning
*  All dates are set for the current semester; there are not excessive or inconsistent dates
*  No grammatical, spelling, or typographical errors

## Information and Organization of Learning Materials (continued):

*  (Ideally) Content is frequently enhanced with resources allowing students to learn through inquiry rather than just reading a textbook (e.g., links, extra readings, videos, interactive tutorials)
*  (Ideally) Material is communicated with a sense of enthusiasm and interest in the subject matter (e.g., recent research, current events, personal anecdotes/experience, how it applies to students)
*  If content is located outside of Canvas (e.g., publisher website) clear instructions are provided along with that tool’s tech support info, ideally in a “Getting Started” module or the course Home Page
* Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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## Interaction and Collaboration:

 There are weekly opportunities for interaction and communication via activities designed for:

 Student-to-Student interaction (for some courses, less frequent interaction is fine)

 Student-to-Instructor interaction (meets HLC [regular and substantive interaction](https://www.hlcommission.org/General/glossary.html" \l "regularsubstantive) definition)

 Student-to-Content interaction

 A variety of technology tools are used appropriately to facilitate communication and learning (e.g., links, lectures, articles, audio, video, PowerPoint, office hours, social media)

*  Instructor-made learning materials are provided (e.g., videos, documents, etc.)

 Course offers structured opportunities for student feedback on content, activities, pace, ease of technology, etc. (e.g., surveys in Weeks 4 and 16)

*  (Ideally) Statement to students is provided regarding the degree to which students and instructor will interact via asynchronous and synchronous tools

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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## Assessments:

*  (Ideally) [Competency alignment document](https://bbmedia.dmacc.edu/bbTraining/Shared%20Documents/ABC123_CompetencyOutcomeAlignment.docx?d=w7aff30c9563b437195420378b39eefdf) is provided (such as in an Instructor Notes module)
*  (Ideally) Competencies/Objectives/Learning outcomes are provided in each weekly module
*  Clear and detailed instructions/expectations are communicated for all activities

 Encourage students to employ critical thinking and problem-solving strategies, and to apply concepts/skills in realistic and relevant ways (i.e., Bloom’s Taxonomy higher levels)

 A variety of traditional and alternative assessments are used (e.g., essays, portfolios, interviews, role-playing, discussions, case studies)

*  (Ideally) Exams are changed/updated frequently and questions are randomized
*  (Ideally) Rubrics are provided for graded activities

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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## Accessibility Compliance:

*  Course meets ADA [WCAG Level AA](https://www.w3.org/WAI/WCAG2AA-Conformance) requirements (Web Content Accessibility Guidelines)
* Fonts, Formatting:
*  All font sizes and colors are consistent (i.e., default fonts and colors, sufficient background/foreground contrast)
*  Bold, all CAPS, and italicsare used sparingly for emphasis, instead of color
*  Underlining is used only for links or as required for formatting guidelines (e.g., APA, MLA)
* Files:
*  Files are accessible (Ally meters are green in the High to Perfect range)
*  Images include appropriate alternative text descriptions
*  Video and audio files include accurate closed-captioning or a text-equivalent script, and are streaming (i.e., Kaltura, YouTube)
*  File sizes are small to reduce download time
* Usability:
*  Heading formats are used where appropriate
*  Link text (i.e., what students click on) is short, descriptive, and makes sense out of context
*  Lists are formatted properly
*  (Ideally) Visual, textual, and auditory stimuli are used to motivate students and address multiple learning styles (i.e., Universal Design)
* Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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INSTRUCTIONAL DESIGNER ASSESSMENT: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Needs Improvement

* Instructional Designer Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_