

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](#) 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: _____

Information and Organization of Learning Materials:

- Instructor uses the [Student Workload Estimator](#) 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: _____

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](#) 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: _____

Assessments:

- (Ideally) [Competency alignment document](#) 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: _____

Accessibility Compliance:

- Course meets ADA [WCAG Level AA](#) 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 italics are 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: _____

Additional Comments: _____

INSTRUCTIONAL DESIGNER ASSESSMENT: _____ Satisfactory _____ Needs Improvement

Instructional Designer Signature: _____