

DMACC Online Course Checklist

Instructor: _____ **Semester:** _____

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

DMACC Template:

- Course Menu contains only: Announcements, Syllabus, Your Instructor, Course Content, Tools, and My Grades
- Introductory announcement includes: a welcome to students, encouragement to complete the Blackboard Basics for Students course, and directions for beginning the course
- The most recent DMACC Syllabus Template is used
 - 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)
 - Includes a detailed Course Schedule of activities
- Your Instructor contains: name, brief biography, office hours, office location, telephone number, DMACC email address, and photo (ideally, expectations for instructor response time is included)
- Tools not being used are hidden from students (via Customization > Tool Availability)
- Grade Center is completely set up
 - Contains no duplicate/extra columns and is appropriately organized
 - Contains Total columns for Percentage, Letter Grade (grading scale matches Syllabus), and Points (Points aren't needed with weighted grades)
 - The Total columns match the syllabus (point value or weighting)
 - Contains the "Last Date of Activity" column for Financial Aid and quit attending purposes
- Course contains DMACC Tech Support contact info: web link, phone number, and email address

Notes: _____

Course Content Organization and Information:

- Course 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 folders with a logical, easily navigated progression
- The Course Schedule is detailed and consistent in the Syllabus, Course Content, and Grade Center
- Clear and detailed instructions, expectations, and due dates are communicated for all activities
- All dates are set for the current semester; there are not excessive or inconsistent dates
- 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)
- Activities are consistently named throughout the course

Course Content Organization and Information (continued):

- No grammatical, spelling, or typographical errors
- (Optional) 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)
- (Optional) If content is located outside of Blackboard (e.g., publisher website, ALEKS) clear instructions are provided along with that tool’s tech support information

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
 - 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)
- Course offers structured opportunities for student feedback on content, activities, pace, ease of technology, etc. (i.e., surveys in Weeks 4 and 16)
- (Optional) Statement to students is provided regarding the degree to which students and instructor will interact via asynchronous and synchronous tools

Notes: _____

Assessments:

- Align with course competencies
 - Competencies, objectives, or learning outcomes are clearly stated in each weekly folder or in the Syllabus area
- 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, discussion forums, journals, blogs, wikis, case studies)
- (Optional) Exams are changed/updated frequently and questions are randomized
- (Optional) Rubrics are provided for graded activities

Notes: _____

ADA Compliance:

- Ensure course meets ADA Web Content Accessibility Guidelines (WCAG) Level AA requirements
 - All font size and colors are consistent (i.e., default fonts and colors)
 - Bold, all CAPS, and italics are used sparingly for emphasis, instead of color and underlining
 - Content (e.g., images, text) does not animate (without controls) or dominate the entire page
 - High contrast between background and foreground colors (i.e., text is readable)
 - Images include alternative text descriptions
 - Video and audio files include closed-captioning or a text-equivalent script
 - Image and document file sizes are small to reduce download time
 - (Optional) 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: _____