



ACCREDITED ONLINE EXCELLENCE

ONLINE COURSE DEVELOPMENT CHECKLIST

UNK eCampus will complete a general review of online and blended courses based on the criteria below. It is ultimately the instructor's responsibility that all course materials adhere to each of the standards listed.

COURSE _____ INSTRUCTOR _____
 REVIEWER _____ DATE _____

COURSE COMPLETE AND PUBLISHED	
<input type="checkbox"/> The course is complete (not under construction).	<input type="checkbox"/> All necessary items are "Published" including Publishing the course to students.

START HERE		COMMENTS
<p>This section takes a look at the general overview of the course and provides a starting point for students. It also ensures that all the resources students need to be successful are included. It addresses areas such as instructor information, course expectations, syllabus, and academic support and resources.</p>		
HOME PAGE	<p>The homepage includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recent Announcements* <input type="checkbox"/> About the Course * <input type="checkbox"/> Starting the Course * <input type="checkbox"/> What to do first day/week of the course * <input type="checkbox"/> Module Quick Links * <input type="checkbox"/> About Canvas and Course Navigation * 	
INTRODUCTORY VIDEOS	<p>Course includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor Introduction Video and Contact <input type="checkbox"/> Course overview video 	
SYLLABUS INFORMATION	<p>The syllabus is easily located and includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course description <input type="checkbox"/> Instructor contact information <input type="checkbox"/> Instructor response time for communication <input type="checkbox"/> Required materials <input type="checkbox"/> Learning outcomes <input type="checkbox"/> Overview of course assignments <input type="checkbox"/> Course grading policy <input type="checkbox"/> Late work policy <input type="checkbox"/> Instructor feedback response time <input type="checkbox"/> Student's role in discussion activities <input type="checkbox"/> Instructor's role in discussion activities 	
SCHEDULE	<p>The course schedule is organized according to the modules page structure and includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings <input type="checkbox"/> Learning activities <input type="checkbox"/> Teaching activities <input type="checkbox"/> Assignments with due dates 	

INSTRUCTIONAL MATERIALS AND CONTENT	
This section focuses on providing effective learning materials and activities to foster communication and collaboration among students. Criteria will address the quality and variety of the content presented in the course.	
CONTEXT FOR LEARNING ACTIVITIES	Students are introduced to each learning activity and informed why it is important and how it relates to the course content.
VARIETY	A variety of instructor created and professional content is used in each module. Suggestions include: <ul style="list-style-type: none"> <input type="checkbox"/> Teaching materials <input type="checkbox"/> Mini-lectures <input type="checkbox"/> Multimedia <input type="checkbox"/> Websites <input type="checkbox"/> Articles
GLOSSARY OF TERMS	A glossary of terms is available. Optional
LECTURE DURATION	Lectures are limited to 5-8 minutes per video. Can be recorded in eCampus Recording Studio, Lightboard Studio, Collaborative Classroom, VoiceThread, VidGrid, Zoom, Camtasia, etc.
MULTIMEDIA	Course incorporates images, videos, audio files, and real-life applications (when appropriate) to facilitate to multiple learning styles.

COMMENTS

ASSESSMENT OF LEARNING	
This section will focus on the variety, quality, and types of assessments that are presented in the course, to measure student learning. The goal is to provide appropriate, measured outcomes so students understand how they will be graded and can manage the next steps in their learning.	
LEARNING OUTCOMES	Assessments are aligned with learning outcomes.
INSTRUCTIONS	Each activity and assignment is clearly written and provides students with specific guidelines and expectations.
TYPES	Multiple methods of assessments are used (e.g., quizzes, discussions, projects, writing activities, etc.).
COMPLEXITY	Assignments promote higher order thinking (analysis, problem solving, critical reflection, etc.) when applicable.
ACADEMIC INTEGRITY	Assignments encourage academic integrity and align with the mission of the UNK Academic Integrity Statement (e.g., Turnitin, quizzes settings).
DUE DATES	Assignment deadlines and restrictions are used appropriately to maintain a steady pace and promote academic rigor throughout the course.
DISCUSSIONS	Student frequency and quality of interaction are properly assessed in discussion assignments.
QUIZZES	Quizzes are set up with appropriate dates, time limits, and randomized questions.
ASSIGNMENTS	An assignment is created for each paper, essay, presentation, etc., and is set up with points, submission type, and dates.
RUBRIC/CRITERIA	A rubric or equivalent grading document is included to explain the criteria for how each assessment will be evaluated.
GRADE CALCULATION	Grades are set to calculate correctly for each assignment and total points.
EXTRA CREDIT	Extra credit items are set to calculate correctly.

COMMENTS

COURSE LEARNING OBJECTIVES		
This section focuses on the inclusion and use of quality learning objectives in the course. The use of course and module level learning objectives provides a structure for the pedagogy included in the course and also gives students a roadmap for their required outcomes.		
COURSE OBJECTIVES	A complete list of objectives that will be completed in the course is provided.	
MODULE OBJECTIVES	Module objectives are present and explicitly stated to the learner.	
OBJECTIVE ASSESSMENTS	The assessment(s) are aligned with course and module learning objectives.	
MEASURABLE OBJECTIVES	The course and module learning objectives describe outcomes that are measurable.	

COMMENTS

COMMUNITY AND INTERACTION		
This section focuses on community building and interaction in an online course, and ways in which activities such as discussion can enhance students' engagement with each other, content, and the instructor.		
COMMUNITY & INTERACTION	Course activities and assignments help to build a sense of community and promote regular and substantive interaction among all participants (instructor and students).	
DISCUSSION INTERACTION	Student frequency and quality of interaction are properly assessed in discussion assignments.	

COMMENTS

COURSE LEGAL ISSUES		
This section addresses issues relating to the legal and ethical use of materials in the course, including copyright laws, accessibility and universal design issues, and intellectual property rules. Addressing these criteria in a course helps ensure the usability of the course for all students and protects faculty from legal issues.		
COPYRIGHT	Course abides by copyright and fair use laws. https://www.copyright.gov/circs/circ01.pdf Copyright Basics	
CONTENT INTEGRITY	Images, videos, articles, etc. include copyright and licensing status. Original work of the instructor does not require copyright notification.	
COURSE ACCESSIBILITY	Course pages are checked for accessibility compliance. **	
AUDIO/VIDEO ACCESSIBILITY	Audio/video materials are captioned or have transcripts included.	
DOCUMENT ACCESSIBILITY	Pages are checked for accessibility compliance. **	
LINK ACCESSIBILITY	Linked text is written using descriptive language (i.e., links should not be labeled Click Here).	
IMAGE ACCESSIBILITY	Images include descriptive alternate text when necessary or are labeled as decorative image.	

COMMENTS

ADDITIONAL COMMENTS

SOURCES: Creative Commons CAS Online and Academic Technology (2018), Canvas Course Evaluation Checksheet (2018), Blackboard Exemplary Course Program Rubric (2017), Online Learning Consortium Quality Online Teaching Instructional Practice (2016), Open SUNY (State University of New York) Course Quality Review (2018), Quality Matters