



Dear Faculty,

Congratulations on choosing to step into the world of online instruction. You will soon see that it opens up all new instructional opportunities for you. Whether you are teaching a fully online course, a hybrid, or using Bb to enhance a face-to-face course, the checklist below will be of great help to you in developing and designing your course and ensuring you give the students the information that they will need. This document can use as a jumping off point in your course development. Completing the items on this checklist will help ensure that your course will be successfully designed and implemented.

The checklist is not meant to be an ending goal, but a beginning. Note that it does not specify what or how to teach. That's up to you! The checklist simply presents in one place what you need to have in an online course to meet the college's guidelines. As you're working on your course when you satisfy one of the items on the list, check it off! That gives you an idea of what you have left to do. It's also a great time management tool.

The first two sections, "Syllabus" and "Course Materials", contain detailed, item specific things that your class needs to contain. They're pretty much cut-and-dried. The third section, "Course Design", deals with the more theoretical aspects of your class. It's in this section that you address things like basic web design, ascetics, and pedagogy. As such, these are open to a bit more interpretation than the first two sections. Your training and judgment as a professional will tell you how well you've met these requirements.

Don't negate interaction with your peers, both those in your subject and those who teach Online in other areas. Their experience and knowledge can be extremely valuable. Just as good student to instructor communication is the bedrock of a successful online class, peer to peer communication expands your resource base and is the cement that holds together our online instructor community. Don't ever be afraid to ask someone for advice if you have a problem!

Good Luck! And, don't hesitate to ask me questions or contact me if you have a problem.

Denise Friend
Coordinator of Distance Learning and Instructional Design
denise.friend@garrettcollege.edu
301.387.3125, Room LC 629

GC Online Course Checklist

Course Content & Design

Syllabus (May be linked icon in course)

- Posted Online
- Course Description, Credits, etc.
- Course Objectives
- Relation to College/Div. Mission and Goals
- Course Requirements
 - Computer Skills Required
 - Hardware/Software Requirements
 - Est. Time/Week Required
 - Technical Competence Req'd.
 - Link to Online Tutorial
- Instructor Contact Info. (Use Table?)
 - Phone
 - Email
 - Instructors Home Page
 - Online Office Hours
 - On-Campus Office Hours
- Grading

Comments:

- Text Info.
 - Title, author, ISBN
 - Other required materials
- Ground Rules/Policies
 - Participation Requirements
 - Discussion Postings
 - Late/Missing Assignments
 - Student Responsibility
 - Net Etiquette
 - Syllabus/Assignment Changes
- Assignments (Link to page?)
 - Clearly delineated
 - What's required to complete
 - Resources/Reference location
 - Due Date
 - Format for submission

Course Materials

- Syllabus Link
- Course Contents
 - Unit Outcomes/Goals
 - Introductory Letter/Lesson
 - Assignments Posted
- Communication (2 or 3 recommended)
 - Discussion Area
 - Chat
 - Bb E-mail
 - Feedback
- Quizzes/Assessments
- Grades
- Student Resource Links (Library, etc.)
- Help/Bb resource links
- Calendar
 - Office Hour Dates
 - Assignment Due Dates
 - Testing/Assessment Dates
 - Anything Else Special

Comments:

Course Design

- Logical Class Organization
- Intuitive, Consistent Navigation
- Page Design
 - All pages visually and functionally consistent
 - Text type & color easy to read
 - Background color/image does not interfere w/text
 - Graphics
 - included but not overused
 - size/subject appropriate
- Content comparable to on campus class
- Timely/multiple student assessments
- Class Policies Readily Available
- Supports Diverse Learning Styles
- Directions are clear and distinct
- Assignments clear and appropriate
- Appropriate resources provided
- Adequate feedback/communication

Comments: