OU Online Course Development Checklist

Instructors should follow this checklist while they are developing online courses.

User Interface	Comments
☐ Course navigation is simple, consistent, and easy to follow.	
☐ The color and font of the text is consistent and easy to read throughout the course.	
☐ Background color (or pattern) does not interfere with the text.	
☐ The text on the pages is readable.	
☐ The user interface does not include distracting elements.	

Course Structure and Organization	Comments
☐ The course title and information are located on the course home page.	
☐ The instructor's name and contact information are on the course home page.	
☐ The following basic course components are present on the course home page: ☐ Course Introduction ☐ Syllabus ☐ Units (can be organized by week, chapter, module) ☐ Learning support ☐ Learning resources ☐ Student Course Evaluation (a link to the student course evaluation survey)	
☐ The course content is well organized and easy to find (no more than 3 clicks to find it)	
☐ Objectives/ learning outcomes are placed at the beginning of each unit or learning module.	

Course Introduction (Getting Started)	Comments
☐ The course introduction introduces the instructor(s).	
☐ Course introduction is well written and error free.	

	Comments
☐ The course introduction explains the nature of the course (e.g. web-enhanced, hybrid, or a full online course) and clarifies expectations.	
☐ Minimum student skills & technology requirements are stated.	
☐ The course introduction is labeled clear enough to indicate a starting point for students who use the course for the first time, such as "Welcome" or "Getting Started."	

Syllabus *Important: Use Olivet Syllabus Template.*	Comments
☐ Instructor contact information (name, email, phone, office hours, etc)	
☐ Required textbook(s) and course materials	
☐ Course goals and instructional objectives/ outcomes	
☐ All major assignments (papers, exams, projects, etc)	
☐ Grading criteria and policy	
☐ Expectations and penalties for academic dishonesty	
☐ Information about exams	
☐ ADA statement	
☐ Instructor response and availability (turn around time for email, grade posting, etc.)	

Learning Objectives	Comments
☐ Learning outcomes are stated and are measurable.	
☐ Learning objectives are correlated with real world (student) expectations.	
☐ Instructions to students on how to meet the learning objectives are clear and easy to understand.	
☐ Learning objectives and outcomes are articulated on the module/unit level.	
☐ The module/unit's learning objectives describe the outcomes that are consistent with the course/level objectives.	

Course Content & Instruction	Comments

	Comments
☐ The instructional materials are sufficiently comprehensive for the student to learn the subject.	
☐ Presentation of content is clear and straightforward.	
☐ The text is well-written—no typos or grammar errors.	
☐ Appropriate instructional strategies are used.	
☐ Multimedia (audio, video, graphics, demonstrations, animations, PowerPoint) is used appropriately in teaching the course content.	
☐ Content is presented in segmented sizes reasonable for students to learn, and is logical in progression.	
☐ Assignments provide students with opportunities to practice what they have learned in the course.	
☐ Appropriate supplemental resources are available to support learning outcomes.	

Interaction & Collaboration	Comments
☐ The opportunities for instructor-student and student-student interaction are provided through questions, assignments, discussions, chat rooms, and/or group work.	
☐ Expectations of student participation for instructor-student and student-student interaction are stated.	

Course Assessment	Comments
☐ Assessment activities are provided to determine successful attainment of each course objective and selected university learning outcomes.	
☐ Students receive feedback about their performance in a timely manner (turnaround time will vary depending on the course and assignments).	
☐ The course includes assessments with adequate feedback.	
☐ The final exam is taken on campus and/or in a proctored setting.	
☐ Students can check their progress at any point in the course.	
☐ The course includes the information about policies and procedures to ensure the integrity of the student's work (such as plagiarism; unauthorized possession of examinations; any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement.)	