CHECKLIST FOR ONLINE COURSE DEVELOPMENT

This checklist has been adapted from the National Standards for Quality Online Learning, Third Edition, 2019. The Board recognizes that a checklist will not uniformly apply to all online courses; however, the checklist reflects Board expectations regarding the quality of online educational offerings that meet assessor certification or continuing education needs. Ideally, the checklist would be applied at a time when a course is being developed.

A: COURSE OVERVIEW AND SUPPORT

The overall design of the course is made clear to the learner at the beginning of the course. Course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.

A1. A course overview and syllabus are provided.

A2. Minimum computer skills, digital literacy skills, and technology requirements expected of the learner are clearly stated.

A3. If the course is instructed, biographical information and information on how to communicate with the instructor are provided to learners.

A4. Course expectations and policies applicable to learners are clearly stated and readily accessible within the introductory material of the course.

A5. Grading policies and practices are clearly defined in accordance with course content learning expectations.

A6. The course provides a description or link to any orientation offered prior to the start of the course or any other technical support offered.

B: CONTENT

The course promotes learner mastery of content.

B1. The course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.

B2. The course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.

B3. Any necessary digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.

B4. Where needed, supplemental learning resources or related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.

B5. The course content and supporting materials reflect a culturally diverse perspective that is free of bias.

B6. The course materials (e.g., textbooks or primary source documents) that support course content standards are accurate and current.

C: INSTRUCTIONAL DESIGN

The course incorporates instructional materials, activities, resources, and assessments that engage all learners and support the achievement of learning goals.

C1. The course design includes activities that promote ownership of learning and self-monitoring.

C2. The course content and learning activities promote the achievement of the stated learning objectives or competencies.

C3. The course is organized by units and lessons that fall into a logical sequence.

C4. The course content is appropriate to the intended learners.

C5. The course design includes introductory assignments or activities that engage learners.

C6. The course provides learners with multiple paths as appropriate, based on learner needs, to engage learners in a variety of ways.

C7. If the course is instructed, the course design provides opportunities for learner-instructor interaction, including opportunities for feedback about learner progress.

C8. Course instructional materials and resources present content in an effective, engaging, and appropriate manner.

D: LEARNER ASSESSMENT

A variety of assessment strategies are used throughout the course, geared toward learning and engagement, and learners are provided with feedback on their progress.

D1. Clearly defined expectations for varied levels of proficiency are created and shared with learners.

D2. Valid course assessments measure learner progress toward mastery of content.

D3. Learner assessments are linked to the stated course, unit, or lesson-level objectives or competencies.

D4. Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.

D5. Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.

E: ACCESSIBILITY AND USABILITY

The course design reflects a commitment to accessibility, so that all learners can access all content and activities and easily navigate and interact with all course components. Course materials, activities, and assessments are designed to ensure that all learners have access to the same information and are able to engage in the same interactions within the same time frame.

E1. Course navigation is logical, consistent, and efficient from the learner's point of view.

E2. The course design facilitates readability.

E3. The course provides accessible course materials and activities to meet the needs of diverse learners.

E4. Course multimedia facilitate ease of use.

F: TECHNOLOGY

The technologies enabling the various course components facilitate active learning and do not impede the learning process.

F1. Educational tools ensure learner privacy and confidentiality of learner information in accordance with any local, state, and national laws for learner data.

F2. The course tools support the learning objectives or competencies.

F3. If the course is instructed, options are provided for the instructor to adapt activities that accommodate learners' needs and preferences.

F4. If the course is instructed, instructors control the release of content.

F5. The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.

G: COURSE EVALUATION

The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies.

G1. The course uses multiple methods and sources of input for assessing course effectiveness.

G2. The course is reviewed to ensure that the content is current.

G3. The course is updated on a continuous improvement cycle for effectiveness, based on the findings from ongoing reviews.