Course Design Checklist
COLLEGE OF THE CANYONS • ONLINE EDUCATION

This Course Design Checklist is based on the Online Education Initiative (OEI) Course Design Guide (CDG). The purpose of this checklist is to provide insight to instructors who may wish to compare their existing courses with the best practices for on-line education established by the OEI. Each section of the checklist is linked to the OEI Online Course Design Guide (OEI-CDG) where additional resources, explanations and examples are provided.
You can access the OEI-Rubric at: https://ccconlineed.instructure.com/courses/770

Please note: This checklist is NOT intended as a formal evaluation tool of instructors or their courses.

Section A-Content Presentation

Notes

- [ ] 1. Course/Unit/Chapter Objectives/Learning Outcomes are included in the course (e.g., syllabus, modules, and chapters).

- [ ] 2. Course is easy to navigate.

- [ ] 3. Course navigation menu displays only items that are relevant to the course.

- [ ] 4. Units/Modules/Pages are chunked into manageable segments.

- [ ] 5. A variety of modalities, (e.g., text, audio, video, images, graphics) are used.

- [ ] 6. Course design includes instructions for learners to work with content in meaningful ways (e.g., instructing students to take notes during a video, explaining the purpose of an external resource).

- [ ] 7. Individualized learning opportunities are provided (e.g., optional academic support workshops through the TLC; links to practice activities, videos, or audios; activities that present more challenging concepts; self-checks).

For resources and examples to assist you in reviewing your course, click on the title link or go to bit.ly/OEICDC
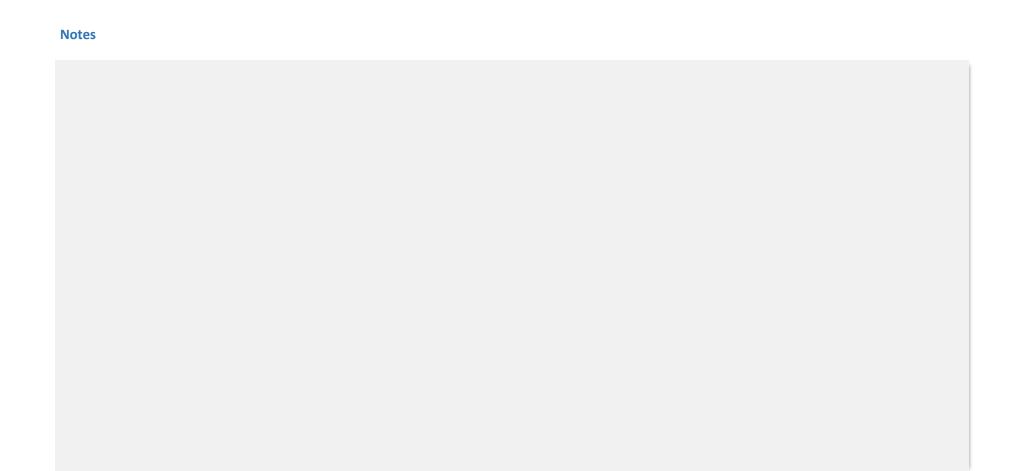
Section A- Content Presentation

Notes

- [ ] **8.** Learners have the opportunity to give anonymous feedback to the instructor regarding course design and or course content.

- [ ] **9.** Institutional policies and services relevant for learner success are included (e.g., plagiarism, academic honesty, technical support, TLC, technology support, library, veteran's office, DSPS, Health Center) and are easy to find (e.g., syllabus, modules, and external links.)

Section B- Interaction

- [ ] **1.** The Instructor initiates contact prior to or at the beginning of course and provides the syllabus, welcome letter, or other relevant resources.

- [ ] **2.** The instructor's engagement in regular and effective contact includes the use of a variety of communication tools (e.g., email, inbox, announcements, chat).

- [ ] **3.** Contact information for the instructor is easy to find (e.g., syllabus, syllabus page, home page, modules) and includes expected response times.

- [ ] **4.** Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged in the syllabus and monitored by the instructor (e.g., discussion forums, synchronous chats, email).

- [ ] **5.** Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building (e.g., discussion forums, group projects).

- [ ] **6.** The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the class.

- [ ] **7.** Rubrics or details of grading criteria are included for all assessments.

Section C- Assessment

Notes

- [ ] 1. Assessment activities lead to the demonstration of learning outcomes.
- [ ] 2. Both formative and summative assessments are used.
- [ ] 3. Multiple modes of assessment are used throughout the course.
- [ ] 4. Instructions for all assessments are written clearly with exemplary detail to ensure understanding.
- [ ] 5. Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
- [ ] 6. Multiple opportunities for student self-assessment with feedback are present.

Section D - Accessibility – Content Pages

- [ ] 1. Heading styles are used consistently (i.e., Heading 2, Heading 3).
- [ ] 2. Lists are created using the Bullet or Numbered List tool.
- [ ] 3. Links are descriptive, and avoid redundancy and non-descriptive phrases; Underlining is only used to denote active hyperlinks.
- [ ] 4. Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.
- [ ] 5. There is sufficient color contrast between foreground and background to meet Section standards.
- [ ] 6. Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.
- [ ] 7. Every image uses descriptive alternative text that includes any text visible in the image.

Section D - Accessibility – Files

Notes

☐ 8. For PowerPoints, every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.

☐ 9. PDFs pass the Adobe Accessibility Check with no substantial errors.

☐ 10. Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.

☐ 11. Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.

☐ 12. Live broadcasts include a means for displaying synchronized captions.

☐ 13. Multimedia is not set to auto-play.

☐ 14. Multimedia (including gifs and images) do not blink or strobe.

Section E - Institutional Accessibility

☐ 1. Any apps used in the course have been verified as accessible.

☐ 2. Any third-party media players used in the course have been verified as accessible.

☐ 3. Any third-party websites used in the course have been verified as accessible.

☐ 4. Any publisher content used in the course has been verified as accessible.

College of the Canyons Resources for Online Instructors

- Disabled Students Programs & Services (DSPS):   www.canyons.edu/studentservices/dsps
- Online Instructor Resources (Distance Learning):   www.canyons.edu/onlinefaculty
- Canvas Instructor Resources: www.canyons.edu/canvas
- Mentor Program and Training Opportunities: www.canyons.edu/administration/pd

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