

Office of Online Learning

Course Content Development Checklist

In order to ensure that distance education courses meet Quality Matters standards, faculty are required to work with an instructional designer. In order for your course to be developed online, *you must have all of your course content completed before a designer will begin designing your course on Blackboard. All requirements are noted or marked with an asterisk (*).*

This checklist is designed to be an aid for developing course content for distance education.

<p>Course Design: how content will be delivered to students; regardless of how content is chunked together, the course content delivery should be in chronological order. Choose one below.</p> <p><i>Note: Think of ways it makes sense for your content to be chunked together. For example, your course has 3 Exams, you would set up your content in the course so that the units or modules cover the materials needed for that Exam or assessment. This is where alignment comes into play.</i></p>		
<input type="checkbox"/> Weekly folders	<input type="checkbox"/> Units	<input type="checkbox"/> Modules

<p>Syllabus and Schedule: We require that all distance education courses use the Accessible template model that is available on the University Office of Assessment website. All components that are required in your Syllabus are in the Accessible Syllabus template. All components below are required.</p>		
<input type="checkbox"/> Syllabus is Accessible	<input type="checkbox"/> Dates and times reflect the semester you anticipate teaching the course	<input type="checkbox"/> There is no mention of face-to-face meetings for WEB courses, and hybrid courses contain and explanation and dates for when/where/how the students are expected to "meet" for class
<input type="checkbox"/> Expected response time for messages and grades is included	<input type="checkbox"/> Details for how students will be assessed are explicitly explained	<input type="checkbox"/> Due dates on the schedule reflect the actual due dates for the semester you anticipate teaching the course
<p><i>Note: We recommend keeping your Syllabus short and only giving overviews of the ways students will be assessed. Your course on Blackboard should properly explain and give examples of assignments, assessments, expectations for each, and utilize rubrics if possible.</i></p>		

<p>Outcomes and Objectives: Course outcomes should reflect what students will learn upon completion of the course. Learning objectives should reflect the actual activities the students will be doing in order to show mastery of course outcomes. All components below are required.</p> <p><i>Note: Regardless of how your course content folders are set up, each content folder must contain learning objectives that align with the content and graded activity/assessment.</i></p>		
<input type="checkbox"/> Course Outcomes are present in the Syllabus	<input type="checkbox"/> Each content folder contains learning objectives	<input type="checkbox"/> Every learning objective contains a measurable verb

Course Content: A course cannot be developed without content. How do you teach your class? What are the materials you use?		
<input type="checkbox"/> All of the course materials do not violate copyright laws*	<input type="checkbox"/> Any lecture that you have recorded has been auto-captioned by Ensemble (see a designer if you are unsure how to do this)*	<input type="checkbox"/> You have examples of materials for which you will be assessing your students on
<input type="checkbox"/> PowerPoints or other presentation-style software is used	<input type="checkbox"/> Mini lectures recorded following a transcript which can also be uploaded to Blackboard	<input type="checkbox"/> All documents you have created are created in Word so they can be checked for Accessibility*
<input type="checkbox"/> Examples of assignments	<input type="checkbox"/> All photos in the course contain alt-text and image descriptions*	<input type="checkbox"/> Links to articles are linked through the Marshall Library databases, not PDFs, or if you are linking PDFs you have been granted permission by the author or publisher to do so.*
<input type="checkbox"/> Any video-related media has been uploaded to Ensemble with proper titles that reflect Chapter or Unit/Module numbers*		

Student Interaction: Every distance education course must have learner-to-learner interaction and instructor-to-learner interaction.		
<input type="checkbox"/> The course contains specific information regarding how the instructor will be interacting with students*	<input type="checkbox"/> The course contains specific information regarding how the students will be interacting with each other*	<input type="checkbox"/> Expectations for student responses and the number of times the students are expected to respond are given*
<input type="checkbox"/> Discussion Boards	<input type="checkbox"/> Group project	<input type="checkbox"/> Blog
<input type="checkbox"/> Blog	<input type="checkbox"/> Wiki	<input type="checkbox"/> VoiceThread
Note: WEB courses cannot require specific meeting times of any form. Other hybrid distance courses should provide live class times, dates, and instructions for how to meet. Virtual courses should utilize Collaborate. Interactive Video courses will use Polycom, and Technology Enhanced courses must require 25% of the class time to be conducted through Collaborate, Polycom, or face-to-face.		

Assessments: Opportunities for student assessments must be varied and reflect the learning objectives and course materials that have been presented. You must choose at least one method of assessment from the list below.

<input type="checkbox"/> Students have had an opportunity to practice materials or self-test*	<input type="checkbox"/> Quizzes	<input type="checkbox"/> Exams
<input type="checkbox"/> Assignments	<input type="checkbox"/> Interactive Learning (see learner-to-learner interaction)*	<input type="checkbox"/> Grading scales are properly explained*
<input type="checkbox"/> Expectations for assessments have been thoroughly explained, step-by-step instructions and due dates have been provided*	<input type="checkbox"/> Examples of assignments or rubrics are supplied and viewable to students prior to the due date	

How to Provide Your Content to a Designer Effectively

1. Set up a folder with your class name on Dropbox or a jump-drive.
2. Save the Syllabus, Schedule, and an Outline of how your course will be set up chronologically as Word documents in that folder.
3. Set up folders for each unit.
4. Each unit folder should contain a Word document that has the following information on it: Learning Objectives for that content folder, instructions for students for what they are supposed to do and read in this folder.
 - a. Every assignment or exam should have instructions with the due date, points possible, expectations, explicit explanations, and how the student is expected to submit the assignment/assessment in that folder.
 - b. Every discussion question for each content folder should be listed (can be listed on the same document as assessment/assignment information).
5. If you would like to see examples of how to set this up when you are working on your content, contact a designer.

We cannot design your course until ALL course content and graded activities are completed, with points and appropriate due dates.

Contacts: onlinelearning@marshall.edu