

Online Course Preparation Checklist
Prepared by CUA LIS Blended Learning Committee
Version 2 (Updated on October 11, 2019)

Use the Online Course Preparation Checklist to prepare and design necessary components of your online course. It is expected to improve the quality of online courses by providing items to consider in preparing online courses, organizing online courses, setting a better online learning environment, providing ways for interaction and collaboration, using technology, assessing and evaluating.

Although it is not required, it is highly recommended that you use this Online Course Preparation Checklist throughout the semester to ensure your course provides a well-organized and designed learning environment for students. Note that this checklist is intended to be a guideline tool rather than an assessment tool.

Additional information related to online courses is also available at <https://lis.catholic.edu/info-for-faculty-staff/teaching-online/>

1. Course Information

This section refers to the online course syllabus and course information including objectives, student learning outcomes, course requirements and academic integrity.

Items	✓
Syllabus	
Syllabus is easily located.	
Syllabus is available in a printer-friendly format.	
Syllabus is available in an online version.	
Syllabus follows the University syllabus template with course catalog information including description, objectives, units, prerequisites, etc.	
Course description/ course objectives and unit objectives/ course outline are provided.	
Learning objectives are clearly stated.	
Course Student Learning Outcomes are stated.	
Required and supplemental textbooks, readings lists and course materials are listed.	
Required and supplemental textbooks are made available through CUA Bookstore or libraries.	
Instructor Information	
Instructor contact information is available.	
Instructor office hours are available (either online or in person).	
Instructor introduction with photo + audio is available.	
Course Policy	
Course communication instructions/guidelines are stated (i.e. Blackboard, CUA email, etc.).	
Grading policy is clearly stated.	
Directions are clear and easy to understand for tasks/assignments.	
Academic honesty policy is clearly presented.	

Specific technology requirements are stated (if needed).	
Late and make-up work policy is clearly stated.	
Course Introduction	
An orientation for the course.	
Student support, especially information about being an online learner and links to campus resources.	
Information about seeking assistance (e.g., helpdesk) is provided.	
Guidelines for participating in threaded discussions and acceptable online etiquette are provided.	

2. Course Design and Organization

Course design and organization section refers to elements of instructional design in an online course, such as Blackboard. This includes: the structure, instructional strategies, and the overall course set-up or course classroom.

Items	✓
Course is well-organized and easy to navigate.	
Course structure is clear and understandable.	
An overview of the structure is provided.	
Content is made available to students in manageable segments or "chunks" (e.g. organized by weeks, units, chapters).	
Course unit structure is clearly presented and explained.	
Content is appropriate for student learning of course objectives.	
Course schedule (calendar) is summarized in one place and clearly identifies overall plan of the course.	
Accessibility issues are addressed: color compliance and screen readability.	
All links used in the course are accurate and up-to-date.	
A timeframe is stated for modules, activities, and assessment.	

3. Learning Environment

This section refers to elements to set the learning environment in an online course, such as various opportunities and settings for interaction, welcoming environment, dynamic communication, and collaboration.

Items	✓
Course creates welcoming, safe, nurturing online learning environment.	
The course platform is organized to enable student to interact with the content, other students, and instructor.	
Course presents problem-solving situations in a realistic context.	
Course provides opportunities for students to question instructor to insure accuracy of understanding.	

Course creates opportunities for students to communicate with each other to share understanding of course content.	
Course provides opportunities to collaboratively construct knowledge based on multiple perspectives, discussion and reflection.	
Course provides opportunities for students to articulate and revise their thinking to insure accuracy of knowledge construction.	
The course platform ensures an equitable learning environment for all.	
The course provides equal access to the shared conversation in the course.	
The course provides discussion forums encouraging open and honest dialogue.	
The course uses multimedia tools such as streaming audio to support multiple delivery formats.	

4. Interaction and Collaboration

Interaction and Collaboration refers to the extent to which there is student-instructor, student-student, and student-content interaction. Exemplary courses should integrate many different ways to interact and collaborate in the online environment.

Items	✓
Student participation requirements/expectations are clearly stated.	
Instructor provides announcements/reminders.	
Instructor email response time is clearly stated.	
Personalized communications by/with student-student and student-teacher are provided.	
Variety of communication techniques to provide for greater empathy and personal approach than email and web site alone are available.	
Regular feedback about student performance is provided in a timely manner throughout the course (example: discussion board posts, assignments, quizzes, etc.).	
Students introduce themselves to each other (self-introduction under the course home).	
Course promotes an active discussion area which encourages students to reply to each other.	
Forward responses to frequently asked questions to all students to avoid duplication.	
Increased time for student interactions as compared to traditional courses is planned.	
Students interact with other students through required participation in threaded discussions, chats, or online lecture sessions.	
Students interact with other students through required participation in group activities/assignments.	
Students interact with the instructor through required participation in threaded discussions, chats, or online lecture sessions.	
Student can interact with the instructor through scheduled office hours and email accessibility.	
Scaffold virtual discourse construction.	

5. Use of Technology

Effective Use of Course Technology refers to the successful integration of technology into the online course and its use in a variety of formats that help students to achieve course goals and objectives.

