

Online/Hybrid/Blended Course Design Checklist

- ✓ All 3-point items must be present in online/hybrid/blended courses (total of 84 points).
- ✓ A selection of 2-point and 1-point items must be present in the course bringing the total points to at least 88.

Course Title:

Faculty:

Date:

Reviewed by:

Review Cycle: Initial Review Second Review Follow-up Review Annual Review

Standard Description	Points	%	MET/ NOT MET	ANNOTATIONS	COMMENTS
1. Course Overview and Introduction					
1.1 Instructions make clear how to get started and where to find course components.	3		<input type="checkbox"/>	Instructions provide a course overview, where to find syllabus, grades and access feedback. Identifies what to do first.	
1.2 Calendar of due dates and other events is displayed in course (syllabus synchronization or page listing dates and events).	3		<input type="checkbox"/>		
1.3 Home page is set up with self-describing links to course navigation.	2		<input type="checkbox"/>		
1.4 Instructor’s self-introduction is included.	1		<input type="checkbox"/>	Creates a sense of connection between the instructor and learner. Includes name, title, field of expertise, email address, phone number, and times when instructor is online or may be reached.	
1.5 Student introduction activity is included.	1		<input type="checkbox"/>	Activity designed to create a welcoming learning environment and a sense of community.	
TOTAL	10%	__%			
		%	MET/ NOT MET	ANNOTATIONS	COMMENTS
2. Learning Objectives (Competencies)					
2.1 Measurable course learning outcomes (CLO) are listed in the syllabus and align to weekly or module outcomes.	3		<input type="checkbox"/>	Critical course components work together to ensure that learners	

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				achieve the desired learning outcomes.	
2.2 Module/Weekly learning objectives are included at the beginning of each module and are written using one measurable verb and displaying alignment to course learning outcomes. (Include CLO#.)	3		<input type="checkbox"/>	These align with and may be more specific than CLOs. These describe learner mastery in specific, observable terms and in smaller, discrete pieces.	
2.3 Explanation for how to meet the learning objectives is clearly stated in each module or weekly introduction.	2		<input type="checkbox"/>		
TOTAL	8%	__%			
		%	MET/ NOT MET	ANNOTATIONS	COMMENTS
3. Assessment and Measurement					
3.1 Varied assessment measures are aligned and created (tests, projects, papers, discussions, collaborations, etc.) providing a variety of ways for learners to demonstrate their ability to meet the learning outcome.	3		<input type="checkbox"/>	The ways of confirming learner mastery are consistent with the course and module learning objectives. From the types of assessments chosen, it is clear that learners have met objectives if they can successfully complete assessments and learning activities.	
3.2 Specific and descriptive criteria are formed with regard to participation, attendance and evaluation of student's work (rubrics, checklists, required responses) for each graded assessment or activity.	3		<input type="checkbox"/>	The description of criteria provides learners with clear guidance on the instructor's expectations and on the required components of coursework and participation.	
3.3 Credit-hour measurement system is in place with expectations of predicted amount of time expected for completion of assignments, reading, discussions and extended learning in weekly or module introductions.	3		<input type="checkbox"/>		
3.4 The Grades area is set up in alignment with the grading policy.	3		<input type="checkbox"/>	Grade weights and grade points match the grade policy.	
TOTAL	12%	__%			

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		%	MET/ NOT MET	ANNOTATIONS	COMMENTS
4. Instructional Materials					
4.1 Content is sequenced and structured in a manner which enables learners to achieve the stated goals.	3		<input type="checkbox"/>		
4.2 Instructional materials and learning activities are built, aligned with objectives, tested, and contribute to the achievement of outcomes.	3		<input type="checkbox"/>		
4.3 All resources and materials are cited appropriately and copyright compliant.	3		<input type="checkbox"/>	Sources for materials used in the course are clearly identified and cited. University Reader has been ordered if necessary.	
4.4 Course structure is completely constructed in Canvas. Navigation path is set up and information is grouped to help students learn the content.	2		<input type="checkbox"/>		
TOTAL	11%	__%			
		%	MET/ NOT MET	ANNOTATIONS	COMMENTS
5. Course Activities and Learner Interaction					
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3		<input type="checkbox"/>		
5.2 Learning activities provide opportunities for interaction that support active learning.	3		<input type="checkbox"/>	Evidence of collaborative learning activities either in the face-to-face or online environment that allow students to engage with each other at least twice per week.	
5.3 Explicit instructions for learner interaction are clearly stated.	2		<input type="checkbox"/>	Includes frequency, length, and timeliness. Often stated on course information page or syllabus. More specific task-related performance expectations may be included in the task description.	
TOTAL	8%	__%			
		%	MET/ NOT MET	ANNOTATIONS	COMMENTS

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			NOT MET		
6. Course Technology					
6.1 Technology (beyond Canvas) is determined, set up, suits learning activities, supports objectives, and is appropriate for effective delivery of the content.	3		<input type="checkbox"/>		
6.2 Technologies/Canvas features employed and tested (all links are working, videos and embedded applications are displaying correctly).	3		<input type="checkbox"/>		
6.3 Links are provided to privacy policies for all external tools required in the course.	1		<input type="checkbox"/>	These links are often located on the course "List of Materials and Resources" page. If learner is required to create an account with a username and password to access the tool, the privacy policy is available for learners to read.	
TOTAL	7%	__%			
		%	MET/NOT MET	ANNOTATIONS	COMMENTS
7. Learner Support					
7.1 Course links to a clear description of the technical support offered and how to obtain it.	3		<input type="checkbox"/>	See sample.	
7.2 Description and link to accessibility policies and services is provided.	3		<input type="checkbox"/>		
TOTAL	6%	__%			
		%	MET/NOT MET	ANNOTATIONS	COMMENTS
8. Accessibility					
8.1 Course accommodates use of assistive technologies: <ul style="list-style-type: none"> • A text equivalent for every non-text element is provided (Alt Text, Transcripts, etc.). • Captioning options are available for audio portions of multimedia presentations. 	3		<input type="checkbox"/>		

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<ul style="list-style-type: none"> • Information conveyed with color is also available without color. • Links to necessary plug-ins or apps are provided. • Row and column headers are identified in data tables. • Information is provided about the accessibility of all technologies required in the course. 					
TOTAL	3%	__%			
		%	MET/ NOT MET	ANNOTATIONS	COMMENTS
9. Faith Integration					
9.1 Instructor communicates personal faith in the course.	3		<input type="checkbox"/>	Possibly presented through their introduction, announcements, communications, content, etc.	
9.2 Activities that prompt reflection on beliefs are evident in the course.	2		<input type="checkbox"/>		
9.3 Opportunities are provided to apply faith and engage students with each other over faith-based topics related to the content of the course.	2		<input type="checkbox"/>		
TOTAL	7%	__%			
		%	MET/ NOT MET	ANNOTATIONS	COMMENTS
10. Syllabus					
10.1 A course description is provided.	3		<input type="checkbox"/>		
10.2 Alignment of Institutional, program and course learning outcomes is detailed.	3		<input type="checkbox"/>		
10.3 Instructor has posted contact, biographical and availability (office hours) information and a picture.	3		<input type="checkbox"/>		
10.4 A list of supplies and textbooks necessary for the course are provided.	3		<input type="checkbox"/>		
10.5 Description regarding number of credit hours earned for successful completion is included.	3		<input type="checkbox"/>		
10.6 Grading policy is provided, including grading scale, points/weights.	3		<input type="checkbox"/>		

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10.7	A description and link to technology requirements is provided.	3	<input type="checkbox"/>		
10.8	Expectations are provided for incomplete or late work and participation.	3	<input type="checkbox"/>		
10.9	All university policies and student responsibilities are linked or listed (Disability services, netiquette, academic honesty, attendance, etc.).	3	<input type="checkbox"/>		
10.10	Any necessary disclaimer or additional information required for student success.	1	<input type="checkbox"/>		
TOTAL		28%	__%		
PERCENT COMPLETE TOTAL POINTS MET					

	ONLINE COURSE	BLENDED/HYBRID COURSE	FACE-TO-FACE (F2F) COURSE
Review Process	The Course Review Rubric is applied to the online course.	<ul style="list-style-type: none"> • The Course Review Rubric is applied to the online portion of the course. • F2F components of the course are not directly evaluated. 	The Course Review Rubric is not currently used to evaluate F2F courses.