Instructor Name: Click here to enter text.

Course Title: Click here to enter text.

Course Department, Number, and Section (example – MCOM415**101**): Click here to enter text.

Semester and Year – (example – Fall2023): Click here to enter text.

Steps

The Online Course Checklist can help you review your online course. Use this self-assessment to reflect on how you employ evidence-based instructional design strategies. For assistance in using the checklist, or to request a review by an instructional designer, contact FACET by sending an email to [facet@Towson.edu](mailto:facet@Towson.edu)

**Step 1**  
Select one of your existing Blackboard courses that you would like to review.

**Step 2**  
Review the course, one item at a time, using the checklist below.

**Step 3**  
Under “Self-Review,” **explain in 1-3 sentences** where and how the items are presented. In other words, how are the items being included in the course? What are the strengths of your approach? Are there areas for improvement?

**Step 4**Resources are available in the [One-Stop-Shop Resources for Faculty](https://blackboard.towson.edu/ultra/organizations/_268044_1/outline) to help you enhance any aspect of your course.

Please complete the Checklist and save the file. File name example: jdillard\_Online-Course-Checklist-path2

(firstinitiallastname\_ Online-Course-Checklist-path2)

Please send the completed checklist as an attachment to [Facet@Towson.edu](mailto:Facet@Towson.edu).

If you need assistance completing the checklist or would like to talk through the checklist with a FACET instructional Designer, please go to [FACET Instructional Design Services](https://www.towson.edu/provost/initiatives/faculty-center/services/instructional-design.html) to contact or schedule a consultation with your College instructional designer.

Checklist

| **Category** | **Checklist Items** | **Self-Review** |
| --- | --- | --- |
| **Overview and Orientation (Syllabus)** | 1. The course is introduced to students in announcements, getting started, or another similar section. | Click here to explain. |
| 1. Either in the syllabus, getting started, or another similar section include the following: Contact information, best methods to reach you, and turnaround times for replies and feedback; office hours and how they will be held; disability and accommodations information; course description; expected learning outcomes; required course materials and technology; assignments; grading policy. View course organization examples: [Online Shell](https://tu-my.sharepoint.com/:i:/g/personal/tvalais_towson_edu/EYvha6ZYr5JPh_mD6he0fg8BEcyMhCmIVBU_yQBLiJuIcQ?e=OwdFSc), [Hybrid Shell](https://tu-my.sharepoint.com/:i:/g/personal/tvalais_towson_edu/EQ5mFCm0WRhNoRQmHVV_U_EBZo4smKAGxIfFZ8SVOd-yUQ?e=oppTWe) | Click here to explain. |
| **Organization and Navigation** | 1. In addition to the syllabus, a course schedule is presented, showing major assignments and due dates. | Click here to explain. |
| 1. Course organization and clear instructions help guide students through course materials, assignments, and assessments. | Click here to explain. |
| 1. Content and activities are organized consistently throughout the course by topic, type, or sequence. | Click here to explain. |
| **Assessment** | 1. Each week/module/unit includes at least one assignment, discussion, or assessment, as appropriate. | Click here to explain. |
| 1. Assessments, activities, and course materials reinforce course outcomes. | Click here to explain. |
| 1. [Authentic](https://blackboard.towson.edu/ultra/organizations/_268044_1/outline/edit/document/_9174899_1?courseId=_268044_1&view=content) and alternative assessments[[1]](#footnote-1) are used, as appropriate. | Click here to explain. |
| 1. Grading guidelines or rubrics are provided for graded course components, as applicable. | Click here to explain. |
| 1. The gradebook is aligned with the syllabus (points match and percentages assigned to categories). | Click here to explain. |
| **Communication and Interaction** | 1. Frequent opportunities for instructor-student interaction are provided. (Example: Course Q&A or Ask your Professor forums, [Instructor discussion wrap ups](https://acue.org/wp-content/uploads/2020/03/Section-4_PG3_Strategic-Feedback_CFIN.pdf)). | Click here to explain. |
| 1. Opportunities for student-student interaction are provided in weeks/modules/units, as appropriate. (Example: topic discussions, collaborative activities, Class Café forum). | Click here to explain. |
| **Materials** | 1. The purpose of each assessment, activity, and course material is clearly explained (example clear explanations are provided stating how course materials should be used in support of learning activities). Explore ways to create transparent assignments by viewing the Creating Transparent Assignments [video](https://blackboard.towson.edu/ultra/organizations/_268044_1/outline/edit/document/_9174876_1?courseId=_268044_1&view=content). | Click here to explain. |
| **Accessibility** | 1. Course elements (including materials and assignments) are designed to make learning more accessible for everyone, including students with diverse abilities, backgrounds, and learning preferences. Refer to Six Essential Steps and Bb Ally [accessibility resources](https://bit.ly/FACETAccessibility). | Click here to enter text. |

**Additional Comments:** Click here to enter text.

1. Alternative assessment “is designed to stimulate students’ abilities to create and apply a wide range of knowledge rather than simply engage in acts of memorization and basic skill development.” These are “…more extended and open-ended forms of assessment, including assignments, projects and practical activities” (Berry, 2008, p. 81-82). Authentic assessment “simulates a real-world experience by evaluating ability to apply knowledge or perform tasks under conditions that approximate those found outside of the classroom” (Barkley & Major, 2016, p. 26).

   Barkley, E. F., & Major, C. H. (2016). *Learning assessment techniques: A handbook for college faculty*. Jossey-Bass & Pfeiffer Imprints, Wiley.

   Berry, R. (2008). *Assessment for Learning*. Hong Kong: Hong Kong University Press. [↑](#footnote-ref-1)