

# Germannanna Online Pre-Course Checklist

The following checklist is to be completed prior to the start of your online course. This checklist is designed to help ensure quality in the course and provide a consistent experience for instructors and students.

| Item  | Description   | Status        |
|---|---|---------------|
| Align Course Objectives                         | Course objectives are clear, specific, measurable, demonstrable, and written from the student perspective. For example, "students will be able to." Verbs are chosen from Bloom's Taxonomy.   | Not Started ▾ |
| Align Course Modules                            | Module objectives are clear, specific, measurable, demonstrable, written from the student perspective, and align with course objectives. These objectives are broken down objectives from course objectives and should focus on the individual module objectives. | Not Started ▾ |
| Objectives are visible to students.             | Course and module objectives are visible in the course (syllabus or course introduction and modules).   | Not Started ▾ |
| Align Learning Materials                        | Learning materials, such as videos, readings, discussion board posts, etc., demonstrate alignment to course objectives and module objectives.   | Not Started ▾ |
| Align Assessments                               | Assessments, such as quizzes, tests, assignments, demonstrate alignment to course objective and module objectives.  | Not Started ▾ |
| Instructor to Student Interactions              | Various forms of instructor to student interactions are found throughout the course. For example, through discussion board posts, Google applications, online applications, etc.  | Not Started ▾ |
| Student-to-Student Interactions                 | Various forms of student to student interactions are found throughout the course. For example, through discussion board posts, Google applications, Online applications, etc.   | Not Started ▾ |
| Two forms of RSI included throughout the course | RSI interactions can include feedback on graded assignments, participation in discussion boards, providing direct instruction, providing information or answering questions about course content, or other instructional activities.                              | Not Started ▾ |

|                                    |  |               |
|------------------------------------|--|---------------|
| Start Here Module complete         | All components, such as Start Here page, Syllabus, Course schedule, Faculty information and contact, are available and published for student access.   | Not Started ▾ |
| Syllabus Complete                  | Syllabus is up-to-date and available for student access (Simple Syllabus).   | Not Started ▾ |
| Communication Information included | Course includes instructor contact information and communication plan.   | Not Started ▾ |
| Course Schedule complete           | Course includes printable course assignment schedule.  | Not Started ▾ |
| Course is organized in modules     | Modules are consistent and organized by week, theme, topic, project, etc.  | Not Started ▾ |
| Canvas Link Validator complete     | Canvas Course Link Validator has been run and links have been updated as needed.   | Not Started ▾ |
| Institutional Links                | All institutionally required links (Course Evaluation) are accessible and available in the course.   | Not Started ▾ |
| Published Course Materials         | All course materials are published for students or course modules are set to be published and released weekly, as directed by instructor.  | Not Started ▾ |
| Variety of Learning Materials      | A variety of learning materials are included throughout the course. For example, videos, audio recordings, PowerPoints/Google Slides, learning resources, articles, verified external links, etc.  | Not Started ▾ |
| Course Materials Cited             | Course materials include citations and permission statements.  | Not Started ▾ |
| Course Accessibility               | Course meets accessibility standards, including alt tags, color contrasts, captioning on videos, and descriptive links. UDOIT has been used to verify Course Accessibility.  | Not Started ▾ |
| Universal Design for Learning      | Course utilizes Universal Design for Learning to ensure accessibility, diversity, and equity measures are met in the course. For example, clear directions, demonstrates discussion board engagement, all text is readable, usable material, inclusive practices, and accessible resources and materials, etc. | Not Started ▾ |