**Name** Click here to enter text.

**Course ID and Title** Click here to enter text.

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](mailto:facet@towson.edu).

Steps

**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 where and how the items are presented. In other words, how are the items being included in the course? What are strengths of your approach? Are there areas for improvement?

**Step 4**Resources are available in the [faculty one-stop shop Blackboard community](https://blackboard.towson.edu/ultra/organizations/_223442_1/cl/outline) to help you to enhance any aspect of your course. Once inside the community, select **Online Course Checklist**.

NOTE: If you would like to receive a review of your work by an instructional designer, email your completed self-assessment to [FACET](mailto:facet@towson.edu?subject=Online%20Course%20Checklist). After reviewing your self-assessment, FACET will provide additional feedback and resources. You may email [FACET](mailto:facet@towson.edu?subject=Online%20Course%20Checklist) for a one-on-one or small group consultation at any time.

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 enter text. |
| 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. | Click here to enter text. |
| **Organization and Navigation** | 1. Where applicable, an overall course schedule is presented, showing major assignments and due dates. | Click here to enter text. |
| 1. Instructions provide clear explanations that guide students through course materials, assignments, and assessments. | Click here to enter text. |
| 1. Content and activities are organized consistently throughout the course ( i.e., by topic, type, or sequence). | Click here to enter text. |
| **Assessment** | 1. Each week/module/unit includes at least one assignment, discussion, or assessment, as appropriate. | Click here to enter text. |
| 1. Assessments, activities, and course materials reinforce course outcomes. | Click here to enter text. |
| 1. Authentic and alternative assessments[[1]](#footnote-1) are used, as appropriate. | Click here to enter text. |
| 1. Grading guidelines or rubrics are provided for major assignments, as applicable. | Click here to enter text. |
| 1. The gradebook accurately reflects the expectations in the syllabus. | Click here to enter text. |
| **Communication and Interaction** | 1. Frequent opportunities for instructor-student interaction are provided. | Click here to enter text. |
| 1. Opportunities for student-student interaction are provided in weeks/modules/units, as appropriate. | Click here to enter text. |
| **Materials** | 1. The purpose of each assessment, activity, and course material is clearly explained (e.g., clear explanations are provided stating how course materials should be used in support of learning activities). | Click here to enter text. |
| **Accessibility** | 1. Whenever possible, course elements (including materials and assignments) are designed to make learning more accessible for everyone, including students with diverse abilities, backgrounds, and learning preferences. | 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)