



**ONLINE COURSE DESIGN
Review Checklist
(prior to students being enrolled)**

As we strive toward excellence in online education, Utica College has adopted the following ‘checklist’ of items that should be included in every online course. Please use the checklist as a guide as you design and develop your course materials

A	ANNOUNCEMENT	<input type="checkbox"/> Y <input type="checkbox"/> N
	The course contains an announcement that welcomes students and provides basic navigation to help them get started.	
B	BIOGRAPHY	<input type="checkbox"/> Y <input type="checkbox"/> N
	There is an instructor biography that introduces students to the background and credentials of the instructor.	
C	CALENDAR	<input type="checkbox"/> Y <input type="checkbox"/> N
	The course has a calendar (or course schedule) which displays all assignments, exams, and other relevant due dates.	
D	DISCUSSIONS	<input type="checkbox"/> Y <input type="checkbox"/> N
	The course makes good use of the discussion board and provides a forum for interaction with course content, the instructor, and other members of the class	
E	EXPECTATIONS	<input type="checkbox"/> Y <input type="checkbox"/> N
	There is a statement of expectations from the instructor indicating the frequency of their response to email, discussion board postings, and graded assignments.	
F	FORMATTING	<input type="checkbox"/> Y <input type="checkbox"/> N
	The course uses appropriate formatting (font, color, icons, folders, etc) to maximize readability and provide easy navigation; audio & video clips, if used, are short and easily accessible.	
G	GRADING	<input type="checkbox"/> Y <input type="checkbox"/> N
	The course includes a grading policy for all learning activities; guidelines are displayed to help students with graded discussions and/or chat sessions.	

H	HONESTY	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>There is a statement about Utica College's intellectual honesty policy; the course adheres to copyright laws and regulations.</p>	
I	INTRODUCTIONS	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>As an initial activity, students are encouraged to introduce themselves on the discussion board.</p>	
J	JPEGS/ICONS	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The course makes appropriate use of JPEG images and/or icons; they are displayed in an appropriate size and load easily.</p>	
K	KNOWLEDGE	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>Course objectives have corresponding learning activities which promote knowledge of course content.</p>	
L	LEARNING	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>Course learning is geared to promote student-to-instructor and student-to-student interaction; learning activities are consistent with course objectives and goals and appeal to multiple learning styles.</p>	
M	e MAIL	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>There are clear instructions about the use of email and how students are to communicate with the instructor.</p>	
N	NAVIGATION	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>Course navigation makes appropriate use of tools, icons, and/or folders; content is clearly organized into manageable sections.</p>	
O	OBJECTIVES	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>Course modules (units, weeks, etc) provide students with clear learning objectives, an introduction, and/or goals.</p>	
P	PEDAGOGY	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>It is evident that the instructor understands online pedagogy and has developed the course with online and distance learning students in mind.</p>	

Q	QUIZZES	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The course contains clear expectations and instructions on how to complete learning activities, especially quizzes, exams, and assignments.</p>	
R	RELEASE	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>All content, assignments, exams, etc. are set to release on the appropriate dates; there is consistency between release dates and the course calendar (schedule).</p>	
S	SYLLABUS	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The syllabus is easily located and describes the nature of the course along with its instructional activities – discussions, readings, and assignments.</p>	
T	TECHNOLOGIES	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The course makes use of various technologies and clear instructions are provided on how to use, view, download, or access them (Acrobat Reader, Windows Media Player, etc).</p>	
U	UNIVERSALITY	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The course has universal design so that it is easily accessible by everyone associated with the course; there is a statement telling students how to avail of UC's disability services.</p>	
V	VIEWABILITY	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The course makes good use of the 3-click rule; course materials are viewable within 3 clicks when starting from the course homepage.</p>	
W	WEBSITES	<input type="checkbox"/> Y <input type="checkbox"/> N
	<p>The course contains links to websites that enrich the learning experience; all links are working and take students to the appropriate information.</p>	
XYZ	DESIGN	
	<p>There are notable items, reflecting good online course design, and deserve to be recognized as part of the review.</p>	