## ONLINE COURSE DELIVERY CHECKLIST

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>A. GETTING READY</strong></td>
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| A1. Ensure that your course syllabus is up to date and complete. | Make sure it includes:  
- your materials, links, content, assignments, etc.  
- all language, policies, and sections required by your school or department. [For more information, please see the Online Faculty Development (OFD) course: Module 1]  
- student-centered learning objectives that are measurable at both course and module/session level [OFD Module 2]  
- instructor contact information and communication policies (including preferred communication methods, turnaround time for responses, etc.)  
- a statement of participation expectations, both for students and what students can expect of you  
- links to/information about where students can access support (IT, student services, writing center, etc.)  
- a welcoming tone. ‘Talk’ to your students by using ‘you’ and ‘we’ instead of the ‘the student’ and ‘the instructor’ |
| A2. Ensure your course fulfills GW’s credit hour policy. [OFD Module 1] |  
- A credit hour policy statement should be included in your syllabus |
| A2. Have a course schedule that shows major activities and deliverables. | Ask your school, department, or instructional designer for example schedules. |
| A3. Design asynchronous discussions with a minimum of two required postings | For discussions, we recommend  
- at least an initial post + reply to a classmates’ postings  
- postings that are not overly lengthy; too much text obscures main points and discourages interaction. [OFD Module 4] |

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1 This checklist was developed by the University Teaching & Learning Center in collaboration with Instructional Designers from across GW’s schools and with inspiration from online teaching checklists developed at Rochester Institute of Technology and Kent State Online.
| A4. Check that all readings, websites, and media are correctly linked and explained. | - Librarians in the Course Reserve departments at [Gelman](#), [Himmelfarb](#) or the Jacob Burns Law Library can help you find and properly link materials to your course. [OFD Module 6]
- Be sure to follow Fair Use guidelines [OFD Module 1]
- Links to outside materials should be set to open in a new window |
| A5. Check that your materials are accessible. [OFD Module 1] | - Is all audio captioned or otherwise accessible to D/HH students (e.g., podcast transcriptions)?
- Do meaningful, non-decorative images have alt tags and/or descriptions?
- Is content cognitively easy to navigate and comprehend (modules and topics are named appropriately and informatively, text pages follow a header structure, etc.)? |
| A6. Provide instructions about the path a learner should take through your course. | Consider this a high level tour of your course. Common methods include a text announcement or a short video or podcast. [OFD Welcome page] |
| A7. Ensure that content and activities are organized consistently (by topic, module, week, or type). | Ask a student or colleague to user test your course’s organization by asking them to locate some key parts of your course. Consistent formats, locations, and language are a big help to students navigating a course without the immediate clarifications you’re able to provide in person. |
| A8. Make sure that each module includes measurable learning objectives | Your course should have both course level and session/module level measurable objectives |
| A9. Provide clear instructions for every learning activity or assignment | Follow Transparent Design principles [OFD Module 3] so assignments explicitly state:
- purpose
- task
- assessment criteria |
| A10. Include frequent formative assessments that allow students to track their own learning | - Have at least one activity in each module (can be graded or ungraded)
- Consider how formative assessments build up to summative assessments [OFD Module 3]
- Consider how students will receive feedback [OFD Module 5] |
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<th>A11. Ensure that summative assessments support your learning objectives and are scaffolded appropriately.</th>
<th>Phasing in final assignments in steps or tying them to formative assessments increases the likelihood that students will have the practice and skills to complete a high quality final product [OFD Module 3]</th>
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| A12. Clearly state your expectations for how students should interact. | ● Have a “netiquette” policy.  
● Be clear about posting deadlines, length and number of posts, and criteria for discussions. |

### B. BEFORE CLASS BEGINS

| B1. Send a welcome Announcement about 2 weeks before the course begins. | ● welcome students to the course  
● reinforce that it is an online course  
● direct them to information about what technology they will need |
|---|---|
| B2. Set up an ‘introduce yourself’ discussion board. | ● This can help foster a sense of class community and is way for you to get to know your students.  
● Post your own introduction and ask your students to do the same |
| B3. Make sure your GradeCenter in Blackboard is set up correctly. |  |
| B4. Check all links; test all tools. |  |

### C. THE FIRST WEEK

| C1. Ensure that your course is open to students on the first day of class. | ● In Blackboard, click the red circle with the ‘x’ on the MyBlackboard page and the circle turns green with a check mark to signify the course is open. |
| C2. Send a welcome Announcement. | ● Set the tone and expectations for the course  
● Provide highlights for the first week  
● Ensure that students know where to find content and activities. |
|---------------------------------|------------------------------------------------------------------|
| C3. Email students who have not logged in. | This is to:  
● see if they are having problems logging in and need help  
● reinforce that they must log in to the course several times a week  
● establish a connection with students who may be struggling. |
| C4. Strike a welcoming and professional tone | Instructors almost immediately create a presence with their students through the tone and pattern of communications and through the ways assignments are described and paced. |

**D. THROUGHOUT THE COURSE**

| D1. Send assignment reminders (Use the email function within the Announcements tool.) | Post an announcement with:  
● the assignment in the subject line  
● let students know when it is due  
● where the assignment information/prompt/rubric is and what tool they will be using  
● how they will submit their work  
You might also let students know when they can expect feedback, and post an additional announcement when they have grades and feedback to view. |
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<thead>
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<td>D2. Office Hours announcement</td>
<td>Live office hours a great idea in most classes. Tech options include Blackboard Collaborate and WebEx. Consider recording them for students who are unable to join synchronously.</td>
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| D3. Monitor discussion boards | When adding comments to discussions, strike a balance between demonstrating your presence/providing feedback and not stifling debate [OFD Module 4].  
● check in once a day to insert brief comments you feel would keep discussions focused.  
● do not reply to all posts because this disrupts student-to-student interaction  
● Post summaries of big ideas to cap off discussion boards and/or through weekly announcements to reinforce important concepts, provide general feedback to the whole class, and help students transition to the next week or topic. |
| **D4. Engage in synchronous sessions (as scheduled, for courses that include synchronous components)** | ● Test technology tools ahead of time.  
● Be prompt and attend all live sessions as scheduled.  
● Be sure that students are clear on online "class times" and expectations for sync participation.  
● Provide guidance or a means of support should students encounter technical problems participating in the live session. |
|---|---|
| **D5. Use 'just in time' teaching** | ● Add a webcam video, audio recording, or text that provides more information on concepts that students (through their questions or work) seem to be confused about.  
● Post additional resources, or address misconceptions/answer questions within the module.  
● Consider an “Ask the Professor” discussion forum, wiki, or synchronous session for students to post and answer questions amongst themselves.  
● Send weekly Announcements that highlight deliverables and key concepts that impact all students. |
| **D6. Reach out privately, via email, to student you think may be struggling.** | Individual emails are best reserved for addressing personal concerns with students. |
| **D7. Provide timely and quality feedback.** | Practice and feedback [OFD Module 5] are crucial to learning.  
● Guide student learning by giving them your feedback in time for them to use it in their next assignment.  
● Use peer-to-peer techniques to expand the type and frequency of feedback each student receives. |
| **D8. Ask students for feedback during the course.** | ● Student feedback during the course lets you adapt to students’ needs as you teach. Soliciting and responding to this feedback has also been shown to increase student satisfaction overall.  
● Give your students an anonymous survey at least once (approximately a third of the way through the course). |
| **E. FINAL WEEK** | **F1. Provide closure via an Announcement or Course Item**  
Circle back to  
● key takeaways  
● notes for outstanding items  
● reminders to complete any feedback surveys  
● closing thoughts from you. |
| **F2.** Review gradebook for accuracy and completeness |  |
| **F3.** Post final grades to Banner | Check with your school for grade deadlines. |
| **F4.** Encourage students to complete the end of course evaluation. |  |
| **F5.** Write notes for yourself about things you would like to change the next time you teach the course. |  |