

Online Instructor Checklist

This online instructor checklist is designed to be used by new online and hybrid instructors and is based on best practices, especially from [Quality Matters](#). Keep these checklist items in mind when creating your online/hybrid course. Once your course is complete, go through the course along with the checklist to see what you may be missing. Your mentor will go over the checklist with you, or you can discuss the checklist with Dr. Karen Nichols, Distance Education Coordinator, (knichola@xula.edu) or Ms. Janice Florent, Technology Coordinator, (jflorent@xula.edu).

Basic Features	Yes
Course title, number, and section	
Instructor information: e-mail, work phone, office location, office hours, link to web page	
Welcome Message/Start Here on Homepage by Class Launch	
E-mail to students to advise that course is open and how to participate	
Instructional components (syllabus, assignments, assessments, discussion posts, lecture notes, multimedia) are on Blackboard	
Link to XULA Help Desk or other course technical resources available	
Course Information/Syllabus	Yes
Syllabus complies with XULA and departmental guidelines and is complete	
Course description included	
Honor code, student privacy and copyright information are clearly articulated	
Attendance Policy is clear and a method to assess student understanding and acknowledgement of it is available	
Prerequisites listed	
Course objectives listed	
Text and required materials listed	
Supplemental materials listed and/or available	
Assignment expectations (due dates, assignments graded by date, scoring criteria/rubric, types of assignments) are posted	
Course grading criteria explained	
Instructor expectations are posted	

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Student expectations are clear	
Alternate plans & responsibilities in the event of technical difficulties stated	
Expectations for frequency and timing of participation are stated and described	
Instructor office hours (including virtual office hours) are listed and convenient for students with various schedules	
Phone number and e-mail is listed for instructor/student consultation	
Response time is available for students so that they know how often to expect communication when they initiate it	
Course Calendar	Yes
Schedule of course activities is listed	
Dates for units, assignments, activities and tests are shown	
Institutional term information is listed	
Course start/end dates, withdrawal dates, etc.	
Interactivity and Discussion Groups	Yes
Instructor has plan to provide regular updates to students on course changes	
Discussion posts are used and expectations are clearly articulated	
A virtual "hallway" or "student lounge" is included on the Discussion Board for students to ask questions to each other and/or professor	
Discussion posts are student-led/instructor monitored	
Faculty and student interactive opportunities are frequent and easy to initiate	
Private opportunities to interact between faculty and students are available	
Ground rules and procedures for discussion post communication are established and communicated	
Appropriate discussion and chat behavior is addressed and guidelines are established and described	

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Assessment	Yes
Methods and plans for student assessment are described and clear	
Assessment methods demonstrate achievement of learning outcomes and competencies for the class	
Testing schedule is complete yet flexible to accommodate various student schedules	
Assignment submission instructions are provided and describe acceptable file/software formats	
Assessment is spread out over a variety of methods (multiple choice, short answer, essay, papers, discussions, presentations, projects)	
Security issues are taken into consideration when necessary (honor code, proctored exams, timed exams, random question exams, etc.)	
Feedback procedures of assessment are described (posting grades in gradebook, how critiques of assignments are returned, Assignment DropBox)	
Evaluation forms are available for assessing quality of instruction	
Student Services	Yes
Links to institutional distance education resources are posted within course	
Any required tutorial/learning support resources and services are available online	
Link to student support services is provided within the course	
Link to library	
Technical Support	Yes
Students are informed of the hours and services of the Help Desk and how to contact	
Link to external Technical Support is available (if used)	
Link to XULA Resources	
Course Design	Yes
Any copyright issues related to this course have been addressed	
Instruction and media are designed to provide for multiple learning styles	
Learning outcomes for the course are written and are matched to instructional and learning activities	

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The sequence of events and assignments are appropriate for Internet learning and provides for in-depth exploration of content material	
Multimedia use is suitable to the topic and to the constraints of delivery	
Course content is provided in appropriate/logical chunks (weeks, units, chapters, objectives, etc.)	
Course content is provided in segments that are technologically deliverable via limited bandwidth	
Video/audio segments are edited to reduce long downloads and/or streaming	
All links to content modules are checked and working prior to start of course	
Graphics are appropriate and well utilized	
Accessibility issues are considered	
Instructor Considerations	Yes
Method for monitoring and reporting attendance is in use	