

This checklist should be used to guide the design and evaluation of asynchronous online courses at Snow College. Please note that the quality, size, and rigor of online courses should be equal to face-to-face courses. If you have questions or need help with any of the components of the Design Checklist, please contact the [Teaching and Learning Center](#).

Accessibility: The U.S. Department of Education (DoE) requires equal access to online content for all students, including those with disabilities. As such, all online content (including Canvas content) at Snow College should meet accessibility standards. Please be sure you are familiar with the [basic requirements for online accessibility](#).

RSI: The U.S. Department of Education recently mandated that institutions ensure [regular and substantive interaction \(RSI\)](#) between a student and an instructor for all distance education courses. Checklist items that help ensure RSI standards are met will include the “RSI” icon.



1. Alignment with College Curriculum

<input type="checkbox"/>	1.	Course and student learning outcomes are clearly stated in the course syllabus. <ul style="list-style-type: none"> Where appropriate throughout the course, stating module/unit learning objectives is encouraged to clarify purpose and align the module/unit to the course outcomes.
<input type="checkbox"/>	2.	Signature assignment(s) (which are assessments such as essays, exams, portfolios, projects, etc. that best display the knowledge or skills essential to the outcomes of the course) explicitly state(s) which course and student learning outcomes are being met through completion. <ul style="list-style-type: none"> Similar alignment to course and student learning outcomes is encouraged for other assignments as well.
<input type="checkbox"/>	3.	Assignments, activities, and assessment strategies appropriately measure student learning and are aligned to the course objectives on the master course syllabus .

2. Instructor Presence

<input type="checkbox"/>	1.	The instructor provides contact information (usually in the syllabus and on the home page) and posts online office hours (named “office hours,” “student hours,” or something similar).	
<input type="checkbox"/>	2.	One-business-day turnaround is promised (usually in the syllabus and course orientation) on all teacher-student correspondence (at least to acknowledge receipt and to schedule follow-up communications). <ul style="list-style-type: none"> Instructors are strongly encouraged to turn on “Submission Comment” notifications in their Canvas Account. 	
<input type="checkbox"/>	3.	The instructor's online presence is clearly identified in an instructor bio and picture and/or a welcome video.	
<input type="checkbox"/>	4.	If the course is based on a shared course template created by another instructor, personalized images/videos of the previous instructor (especially the “Meet Your Instructor” bio text/images/videos, Home Page image, contact info, etc.) have been replaced by the current instructor. <ul style="list-style-type: none"> For images/videos that the previous instructor deems can be reused, written permission has been given. 	

3. Course Syllabus and Orientation

<input type="checkbox"/>	1.	Course uses Simple Syllabus to clearly communicate standard syllabi elements for an online teaching environment. Included in this are pre-requisite courses and/or co-requisite courses. <ul style="list-style-type: none"> If something in addition to Simple Syllabus is used, the course syllabus should include a link to Snow College’s Institutional Policies (found here: https://snow.instructure.com/courses/474797). 	
<input type="checkbox"/>	2.	Orientation materials include instructor introduction, walk through of the syllabus, required course materials, minimum technology required, course organization overview, and a basic tutorial for using Canvas.	
<input type="checkbox"/>	3.	Grading policies (including consequences for late work) and academic honesty policies (including the use of AI in the course) are clearly stated in the syllabus and/or the course orientation. <ul style="list-style-type: none"> Announcements and reminders in applicable assignment instructions are also encouraged. 	
<input type="checkbox"/>	4.	Clear information is given concerning grading turnaround times for assignments and exams in the course. <ul style="list-style-type: none"> Note: Student course evaluations state that assignments should be graded and returned within two weeks of the due date, but the quicker, the better. 	

4. Online Navigation

<input type="checkbox"/>	1.	The homepage includes clear navigation to the modules, Snow College branding or logo (possibly adding an image relevant to course content), and clear directions on where to get started. <ul style="list-style-type: none"> This may be most easily achieved by using (and customizing) one of the approved online templates.
<input type="checkbox"/>	2.	The content of the course is clearly, logically, and consistently organized throughout the course. Organization methodologies should include modules, calendars, deadlines, etc. Modules are labeled and organized by themes, weeks, or chapter units.

<input type="checkbox"/>	3.	Any unused Canvas tools in the course navigation bar are hidden from student view. <ul style="list-style-type: none"> Examples of commonly hidden navigation items might include “Attendance,” “Rubrics,” “Files,” etc. Instructors might consider hiding the “Assignments,” “Quizzes,” and “Discussions” tabs; if hidden, all assignments, quizzes, and discussions should be listed in the “Modules,” and instructions should be given to guide students to the Modules for access to all assignments. Additionally, instructors might consider requiring completion of module pages (to be viewed, marked as done, etc.) in order to unlock subsequent assignments.
<input type="checkbox"/>	4.	The Link Validator has been run, and broken links in published pages have been fixed. <ul style="list-style-type: none"> Disregard links flagged by the validator that clearly work (such as the institutional syllabus page, for instance).
<input type="checkbox"/>	5.	Course content has been checked in cellphone app view .
<input type="checkbox"/>	6.	Calendar items align with current semester assignments.
<input type="checkbox"/>	7.	Online course structure, content, and resources are functional and ready to go BEFORE the semester begins. <ul style="list-style-type: none"> If necessary, plans and schedule for just-in-time content are clear and complete.

5. Student Expectations

<input type="checkbox"/>	1.	By virtue of its online section number, the course’s work is asynchronous and can be completed without being on campus, including testing and evaluation. <ul style="list-style-type: none"> Synchronous meetings/conferences with flexible scheduling, group work, virtual conferences, etc. are, of course, allowed when made reasonable and flexible to accommodate for online-only students. If the course has any proctored assessments, an online proctoring option (e.g., Respondus LockDown Browser, Proctorio) must be provided for students who are geographically unable to visit an in-person testing center.
<input type="checkbox"/>	2.	Online participation is clearly defined and articulated to ensure that the class includes regular and substantive interaction between faculty and students. <ul style="list-style-type: none"> For example, the course specifies weekly time required to be working in LMS, interaction requirements for discussion boards, regular teacher-student contact requirements, etc. 
<input type="checkbox"/>	3.	At least one assignment is due during the first week to determine student presence in the class, to verify attendance, and to inform decisions on administrative drops. 
<input type="checkbox"/>	4.	Consistent participation of students is required by including at least one deadline per week that requires students' regular online presence throughout the semester. 

6. Assignments, Activities, and Instructions

<input type="checkbox"/>	1.	Community-building activities encourage interaction and engagement among participants. <ul style="list-style-type: none"> Several examples of such interactive/collaborative activities include online discussions, synchronous class/group conferences or study sessions, group projects/activities, workshops, and peer evaluations. Community-building activities (like introductory discussion threads and getting-to-know-you activities) are particularly encouraged early in the semester. 
<input type="checkbox"/>	2.	Diverse opportunities for learning exist in the course so that students demonstrate learning in more than one assignment type (e.g., the course isn’t composed of only reading quizzes or only discussion threads).
<input type="checkbox"/>	3.	Instructions, expectations, and guidelines for proper etiquette guide participation in various course components (e.g., discussions, email, chat, peer reviews, group work). (Contact the TLC to request link access.) 
<input type="checkbox"/>	4.	Course load for students is appropriately distributed throughout the course. <ul style="list-style-type: none"> Note: NWCCU accreditation standards require an average of three weekly activity hours of coursework for each credit hour. (For instance, students should spend approximately 9 hours per week for a 3-credit class).
<input type="checkbox"/>	5.	Support references provide direction for students who are not technologically literate (e.g., step-by-step instructions, tutorial videos, help desk phone number and email).
<input type="checkbox"/>	6.	If relevant, instructions for exams and security standards are included (e.g., exam access codes/passwords, time limits, testing center/proctoring guidelines, ID verification requirements).

7. Student Success Resources

<input type="checkbox"/>	1.	The course homepage, orientation, relevant assignments, and/or the syllabus provide a link to Tutor.com resources, as appropriate. Instructions for using the tutoring services are provided (e.g., video tutorial). 
<input type="checkbox"/>	2.	To help meet course accessibility, Yuja/Panorama accessibility score has been reviewed in Canvas.
<input type="checkbox"/>	3.	The course homepage, orientation materials, relevant assignments, and/or the syllabus provide a link to Snow’s Student Success webpage . 
<input type="checkbox"/>	4.	The course includes (usually in the syllabus and/or orientation) information about non-academic student supports (e.g., mental health services, life and wellness coaching, food insecurity, job resources). <ul style="list-style-type: none"> Course designers may choose to use this TLC-created template. (Contact the TLC to request link access.)