

Course Checklist – Evaluating your Orientation Strategy for OL / Blended Learning

Does your course have these in place for your learners? If so, where?

Also: how will you consider accessibility or universal design of these elements to accommodate diverse learners?

Check	Course Element	Location
	Course Description <ul style="list-style-type: none"> LASC or Major designations (what it “counts for”) 	
	Course Prerequisites <ul style="list-style-type: none"> Academic / Disciplinary Technical Skills and Equipment or Software Specs Online Readiness Self-Assessment or Tutorial Other 	
	Required Textbooks and/or other materials	
	Course and Module/Unit Objectives	
	Grading Policy	
	Grading Criteria and/or Rubrics	
	Course Structure (may also appear in your “welcome” or “introduction” sections, but it’s good to be redundant) <ul style="list-style-type: none"> How the course is structured How to get started on first log-in Questions or Help Forum 	
	Policies and Participation Standards <ul style="list-style-type: none"> Define participation in the context of your course Required frequency Pacing: can they work ahead of schedule, or must they stay within the week / unit / module? How “attendance” works – required to log into the course a certain number of times per week? How will participation be graded / rubric 	
	Institutional Policies and University Supports <ul style="list-style-type: none"> Plagiarism and Academic Integrity Accommodations for disabilities IT Help Desk and technical support* How to access Blackboard Help Relevant support offices: Academic Success, Writing Center, Math Center, Tutoring, Library Reference... 	
	Assignment Guidelines <ul style="list-style-type: none"> Specifications for student work including rubrics Policy for late work (and/or early work!) How learners will turn in assignments Plagiarism policy / group work explanation How to name the file or label the email subject line Acceptable file formats Time zone for due dates, if applicable for distance learners 	

	Policy on Instructor Response Time / “Office Hours” <ul style="list-style-type: none"> • Contact Information and Preferred Modes • Learner emails • Dedicated instructor office hours and mode, if applicable • Instructor’s response time on graded work • Level of instructor’s participation in discussion forums 	
	Expectations on Communication <ul style="list-style-type: none"> • Netiquette • Language and writing requirements (i.e. formal English; citation method; any other discipline-specific rules) • Email requirements (ex: personal only; content questions should be on the “questions” or “help” forum in Discussion Board) • How should learners participate in discussion forums (frequency, quality, etc) 	
	Other course-specific policies	
	Course Schedule, with specific dates / days	

* Example of Technical Support Statement

For technical support with Blackboard, please submit an IT Help ticket. Instructors are not expected to provide technical support. Always submit a ticket as soon as you identify an issue. When submitting a ticket, be as specific as possible in your description of the issue. Include the browser you are using and, if possible, screenshots to help University IT technical support personnel troubleshoot the issue and expedite service.

Resources: QM “Orientation Checklist”